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Basic Reading Skills

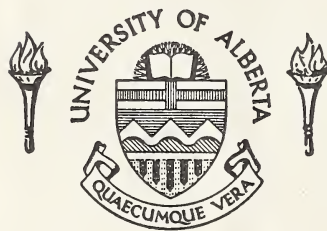
CURRICULUM

FOR JUNIOR HIGH SCHOOL USE

TEACHER'S EDITION



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GUIDEBOOK TO ACCOMPANY

Basic Reading Skills FOR JUNIOR HIGH SCHOOL USE

THE NEW BASIC READERS

CURRICULUM FOUNDATION SERIES

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Scott, Foresman and Company

CHICAGO • ATLANTA

DALLAS • PALO ALTO • FAIR LAWN, N.J.

CONTENTS

The Purpose of <i>Basic Reading Skills</i>	3
Diagnosis of Pupils' Needs	4
Using <i>Basic Reading Skills</i>	6
Memory of Word Form	7
Word Analysis (structure)	8
✓ Phrase and Sentence Meaning	10
Word Analysis (phonetic)	11
✓ Main Idea	13
Word Analysis (phonetic)	14
Word Meaning	16
✓ Relationships (cause-effect, sequence)	17
Emotional Reactions	18
✓ Context Clues	19
Sensory Imagery	21
Dictionary	22
✓ Relationships (time, place, analogous)	24
Word Analysis (structure)	25
Story Problem and Plot Structure	26
Word Analysis (phonetic)	27
Summarizing and Organizing	29
Reference Materials	30
Directory of Publishers	32

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The Purpose of *Basic Reading Skills*

Who knows or can fully realize the frustration and humiliation suffered by junior-high boys and girls who cannot read well? Although they may hide their deficiency behind a mask of bravado or indifference, no one is fooled. Adolescents are well aware that society expects, even demands, that people be able to read and that communication via printed words is not likely to go out of style. Movies, radio, and television can never replace the intensely personal experience of reading, of losing oneself in a book full of engrossing ideas and images that one may savor and return to savor again.

It is a rare teacher who has not been saddened when he or she thinks of what some children in a class seem destined to miss from life because of a reading handicap. And all too often these are the very pupils who have great eagerness and capacity to absorb new ideas, who have much to gain from all kinds of books if only they could read them. How much better such children would understand the past and the present, their problems and other people's, if the world of classic and contemporary literature were not beyond their ken. Like weary travelers, they must stand outside locked gates of a land promising refreshment and untold riches because they have no key.

One wonders how many potential scientists, doctors, engineers, and teachers we lose every year because somewhere, somehow, many boys and girls never were given that indispensable key—the ability to read well enough to enjoy, absorb, and use the accumulated wisdom and experience to be found on the printed page.

Are retarded readers in junior high school to be written off as casualties? Can they learn to read as they should be reading? What can I do to help them? Have I the time and the know-how? Where do I begin? As a conscientious teacher, you have pondered such questions. This book will help you find some of the answers.

Basic Reading Skills for Junior High School Use is meant to be used with upper-grade boys and girls who need developmental teaching or re-education in those skills and abilities that will enable them to interpret what they need and want to read. It is not intended for use with children who cannot yet read at fourth-grade level or with those whose problems are such that they need help from a reading clinic. The book is organized into sections or blocks, each of which concentrates attention on a major reading skill.

The way you choose to use *Basic Reading Skills* will, of course, depend on your classroom situation and on the needs of your pupils. In your class there may be those who are unable to read with profit or pleasure the prescribed basic read-

ing or literature program. To try to “drag” them through it would only further confuse, discourage, and alienate them. Such children should use *Basic Reading Skills* in sequence as their basic reading text for a semester.

However, a skills program alone without interesting, stimulating books to read along with it would be dull indeed. To help these pupils use the skills they are developing, to bolster their self-confidence by proving to them that they can read something other than “baby stuff,” a bibliography of easy but interesting books is provided on pages 175–192. These books are classified according to interests—aviation, careers, sports, etc. For each book there is a simple but alluring annotation to help the prospective reader choose what appeals to him. You will want to have as many as possible of these books on hand and to encourage pupils to bring in others that they have liked. The reading habit is catching; the best recommendation for a book is the enthusiasm of one who has read and enjoyed it. This part of the program is based on the premise that every adolescent has at least one consuming interest. Once he discovers that between the covers of books he can pursue that interest, your job of teaching him the skills that will enable him to read really well is in part accomplished.

Basic Reading Skills is also designed to be used with children who can participate in the regular upper-grade reading program but who show need for special help with certain skills. For example, some good readers are helpless when it comes to knowing what type of reference work to consult for information about a particular subject, or they haven't the slightest notion what topic or key word to look up. Others never think of consulting a dictionary for the pronunciation of an unfamiliar word because the pronunciation symbols baffle them. Then there are those superficial but fast readers who can answer almost any “fact” question but hardly ever interpret beyond isolated facts to see relationships that enable them to appreciate the overall theme or point of a selection. Such pupils will profit from using those sections of *Basic Reading Skills* that focus attention on the skills in which they are deficient.

You, a busy teacher, will find the brief explanations in the “Using *Basic Reading Skills*” section of this *Guidebook* of great value as you face the challenging responsibility of improving reading skills and abilities. Your satisfaction and reward will come when you begin to notice that boys and girls who were previously bewildered and discouraged by assignments in books they could not read and to whom books were anathema can and want to read widely.

Diagnosis of Pupils' Needs

How can you determine which children will profit from the use of *Basic Reading Skills*—either for an entire semester's work in reading or for brief periods of help with specific skills while continuing in the reading activities of the majority of the class?

If cumulative records containing results of reading tests are available for each pupil, they will merit careful study. The information revealed by the test scores combined with your own evaluations during the first week or two will help you determine whether or not individuals need special help and to what extent this help is needed.

You will also want to make use of the results obtained on the three survey tests found on pages 170–174 of *Basic Reading Skills*. (Children who have used *Parades*, Book Seven¹ in The New Basic Reading Program, may have already taken these tests, which appear in the *Guidebook* and the *Think-and-Do Book for Parades*.) These survey tests measure reading ability in several important areas. Test I measures vocabulary power and sentence comprehension. Test II checks word-analysis power and ability to use a dictionary. Test III measures general interpretative ability. Those pupils who score low on these tests will undoubtedly profit from using *Basic Reading Skills* as their reading text for a semester. Others who score higher but show weakness in one or several areas will profit from using certain blocks of pages in *Basic Reading Skills* along with their regular reading or literature program.

Should there be every indication that you have a homogeneous group, all of whom read at or below fifth-grade level, it would be advisable to use *Basic Reading Skills* with them for a semester, postponing the regular reading program until the second semester and using the results of the survey tests to diagnose specific individual disabilities.

The tests may be duplicated, if *Basic Reading Skills* is not available for every child whom you wish to test. If children use *Basic Reading Skills* for a semester, you may also want to give the tests at the completion of their work to check on the progress that has been made.

Using the Survey Tests

Since upper-grade pupils like to know why they are asked to do certain things, present each part of each test with a comment about its nature and purpose. There is no time limit; so let each pupil progress at his own rate until he finishes, with the exception of extremely slow children who are obviously beyond their depth and would not finish.

Because it is important that each pupil understand what he is to do, when necessary (1) restate the directions given for each part of the test in your own words, (2) write a similar example on the board and work it through with pupils, (3) explain directions to individual pupils. However, do not give help with any of the responses on the tests.

Test I, Part 1 Word Meaning

This test, which consists of eight sections, checks vocabulary power. Section A contains words at third-grade level of difficulty, and each succeeding section becomes progressively harder, Section H using words of high sixth-grade level.

Directions: "This part of Test I helps you know how good your reading vocabulary is. Each sentence on this page needs one word to complete it. Read each incomplete sentence and then look at the three words beneath it. Select the word that best completes the sentence and underline it." If children seem uncertain of what to do, use the following as a demonstration item:

Each Saturday Jim worked in a grocery _____.

stove story store

Continue, "Go as far in the test as you can. If you do not know a word, mark the one you think it might be."

Scoring: Count one point for each word correctly marked. A perfect score on Part 1 of Test I is 32 points.

Evaluation: Those who succeed with most of the items through Section F probably have an adequate reading vocabulary to succeed with junior-high reading. Pupils who are unable to succeed beyond Section C and who score low in other sections of the Survey Tests should use *Basic Reading Skills* as their reading text for a semester. Pupils whose errors are scattered but who succeed with some of the sentences at the higher levels may be able to clear up their vocabulary difficulties in a short time by using the sections "Memory of Word Form," "Word Meaning," and "Context Clues" in *Basic Reading Skills*.

Test I, Part 2 Sentence Meaning

This test measures ability in sentence comprehension. It, too, is arranged roughly in order of difficulty as follows:

Section A—interpreting simple factual material

Section B—understanding simple implied ideas

Section C—perceiving time relationships

Section D—using context to infer emotional reactions and main idea from fragmentary conversational text

Section E—perceiving more difficult time relationships and inferring motives

Sections F and G—perceiving cause-effect and time relationships and inferring motives and emotional reactions at a more advanced level

Section H—perceiving main idea and noting analogous relationships in generalizations stated in the form of maxims

Directions: “This part of the test will help you know how well you understand the meaning of a sentence. Read each sentence and then answer the questions beneath it by drawing a line under the right answer or, in some places, by making a check mark in front of the correct response. If you aren’t sure of the answer to a question, mark the one you think might be the best answer.”

Scoring: Count one point for each correct answer. The maximum score is 18.

Evaluation: This test will help you discover pupils who are weak in comprehending various kinds of sentences and who need more practice in the interpretative skills indicated above. If a pupil does not succeed with almost all items, he probably needs developmental training in comprehending sentence meaning and practice in interpreting many types of sentences as provided in the sections “Phrase and Sentence Meaning,” “Main Idea,” “Relationships,” and “Emotional Reactions” in *Basic Reading Skills*.

Test II, Part 1 Word Analysis

This test measures the following phonetic and structural skills and understandings that are fundamental to successful word analysis:

Section A—hearing vowel and consonant sounds

Section B—recognizing variant consonant sounds

Section C—using visual clues to vowel sounds in accented syllables

Section D—using visual clues to accent

Section E—using visual clues to syllabication

Section F—hearing syllables in multisyllabic words

Section G—identifying prefixes as meaningful parts of words

Section H—identifying root words

Section I—identifying changes in root words before addition of suffixes

Section J—understanding that a root word retains its meaning in a derived form

Directions: “This test will help you find out how well you can figure out new words as you read. It consists of a number of parts [indicate sections A,B,C, etc.]. The sentences printed in italics above or within each section [point] tell what to

do in each part.” If children follow directions easily, ask them to do all they can on a section and then go right on to the next one.

If, however, the directions prove confusing, guide children in working through each part of the test by reading the directions with them and marking the first item. Since section J has only 3 items, use the following for demonstration:

star

William stared at the starry sky.

Scoring: The score consists of the number of items correctly marked. The maximum score is 127 (A—27, B—16, C—15, D—12, E—12, F—9, G—12, H—9, I—12, J—3). If the first item in each part but the last was used as a demonstration item, the maximum score is 113 points (A—24, B—12, C—14, D—11, E—11, F—8, G—11, H—8, I—11, J—3).

Evaluation: Careful diagnosis of the weaknesses revealed on this test will be invaluable to you in providing special help for pupils who continue with their regular reading program. For example, those who have difficulty with the sections testing ability to recognize root words, prefixes, and suffixes should use the pages that deal with structural analysis in *Basic Reading Skills*. Pupils who have pronounced difficulty with almost every section of this test will undoubtedly need the sequential developmental training and practice provided in all sections labeled “Word Analysis.”

Test II, Part 2 Dictionary Use

This test measures the following skills and abilities fundamental to efficient use of the dictionary:

Section A—hearing vowel sounds in key words and recognizing these sounds in other words

Section B—alphabetizing according to first, second, third, and fourth letter

Section C—comprehending definitions and using context clues to select appropriate definitions

Section D—identifying root words in inflected and derived forms as an aid to locating entries

Directions: “This test will help you find out how well you can use a dictionary. There are four parts to the test—A, B, C, and D. At the top of each part you will find sentences printed in italics that tell you what to do.” Before pupils start each section, read aloud and discuss the direction, making sure that everyone understands exactly what to do.

Scoring: The maximum score is 70 points (A—36, B—24, C—4, D—6), or one point for each word correctly marked, written, or listed in proper alphabetical order, and for each definition correctly selected.

Evaluation: A careful analysis of responses to each section of this test, regardless of total score, will point up clearly which children have trouble using a dictionary and why. For example, difficulty with Section A may well indicate that a child cannot use words in a pronunciation key to help him interpret pronunciation symbols used in dictionaries. Children who score low on this test should use the “Dictionary” section in *Basic Reading Skills* as well as the “Context Clues” and “Word Analysis” sections.

Test III General Interpretative Power

The questions on this test become increasingly difficult with each successive part. They begin by measuring interpretation at a rather simple comprehension level and progress to a level characteristic of the mature reader.

Section A—interpreting on a factual basis (who did what, when, and where). Although facts needed to answer the questions are not directly stated, all the necessary information is in the text.

Section B—forming and reacting to sensory imagery as a basis for perceiving emotional reactions of story characters

Section C—perceiving cause-effect relationships and generalizing on the basis of them

Section D—evaluating character traits and generalizing

Directions: “This test will show you how well you understand the total meaning of a passage. The test has four parts [point to A, B, C, D]. Below each part you will find some questions or incomplete sentences. Read each passage carefully;

then read each question below it. Draw a line under the right answer.”

Scoring: The maximum score is 17, or one point for each correct response.

Evaluation: Although a score might be given on this test, an analysis of pupils’ responses in each section would have greater diagnostic value. Children who score low on all sections will probably need to use *Basic Reading Skills* for a semester.

These three survey tests will give you a great deal of information about your pupils. One way to summarize this information so that it will be available for quick reference is to make a summary sheet for each part of Tests I and II and for Test III. On each sheet list the names and scores of each pupil, beginning with the highest score and continuing sequentially to the lowest score. For Part 1 of Survey Test I, for example, this list would reveal which pupils are most proficient in general reading vocabulary and which ones are handicapped because of lack of vocabulary power. You will want to note whether individual pupils fall in the high, average, or low categories for each test and whether the entire group exhibits marked strengths or weaknesses in any particular area.

If you wish to individualize your diagnosis of pupils’ abilities further, you might make a summary card for each child. These cards will help you decide which pupils need special attention during their regular reading activities and which ones need to use *Basic Reading Skills* for an entire semester.

Using *Basic Reading Skills*

The ideal way to introduce *Basic Reading Skills* to boys and girls is to have them read the section “You Can Improve,” pages 3–6. In a simple, honest way it speaks confidentially to the junior-high pupil, encouraging him to think about his reading problem and offering every hope that it can be solved. Stressing the idea that he is by no means the only one who finds all or some aspects of reading difficult, it tells him briefly what *Basic Reading Skills* is and how it can help him.

After pupils have read this introduction, welcome questions or comments. If none are offered spontaneously, perhaps it would be best not to press the matter. Instead, invite pupils to leaf through the exercise pages. To dispel the notion that a “skill” book must of necessity be dry and dull, that it probably consists mainly of rules to be memorized and word ladders to be climbed, call attention to the many stories and articles.

As a lead into the annotated list of books, you might initiate a discussion of individual interests and hobbies, allowing plenty of time for everyone who so desires to have his say. Most handicapped readers have had too little opportunity to air their views and discuss their interests, at least in school. One wonders how many hours they have spent listening (or did they daydream?) to the recitations and discussions of their classmates who could read well.

If no one mentions books during the discussion, ask whether boys and girls have read anything dealing with their hobbies or special interests. If so, what? Would other members of the class be interested in these books or magazines? Then comment that on pages 175–192 pupils may find other books that appeal to them, and have the class read the introductory material to “Books You May Like.” Allow time for children to note

the various “interest” heads, dip into the annotations, and share reactions and comments. Which books would various individuals like very much to read? Why? Do any of these books suggest others, not listed, that someone has enjoyed and could bring to class?

As you use *Basic Reading Skills*, it is important that you encourage pupils to discuss their responses to the pages, the thinking required, and any errors that have been made. Then you and the group will better understand why errors occurred and which points may still not be clear. To help you use *Basic Reading Skills* most effectively with pupils, this part of the *Guidebook* contains “Helpful procedures” for each block of skills. The procedures suggest techniques for introducing specific pages and for developing skills in a group situation. Here also are additional exercises that provide extra practice in using particular skills.

Full interpretation of what is read involves many interrelated skills and abilities. Those discussed in the following sections are by no means all-inclusive. They are, however, major word-perception and interpretative abilities that are developed at early primary levels and refined and extended at each successive level in The New Basic Reading Program. Too, they are abilities that are especially significant for upper-grade pupils if they are to fully interpret what they read.

Memory of Word Form PAGES 7-12

You are well aware that some children read fluently, having little trouble with words and that others read laboriously, paying more attention to the words than to the ideas they represent. In fluent, meaningful reading the eyes of the reader skim along the lines of print, and his mind responds with meanings for most of the words he sees.

Before a child can remember a printed word and associate it correctly with its meaning, he must look carefully at the details of the form and see that printed word as different from every other printed word. Careful scrutiny of word forms is, in turn, essential to the ability to call up a clear image (a mental picture) of a word. Obviously, sensitivity to sentence context must go hand in hand with visual discrimination and visual imagery of words. (The importance of forming rich meaning associations with words and the procedures to use with children are described in connection with the section on “Word Meaning” in this *Guidebook*.)

Evidences of weakness: Children who have any of the following difficulties will profit from using pages 7-12. These pupils may

- confuse words similar in appearance (for example, reading or spelling *thought* for *though*, *tired* for *tried*, *then* for *than*, *hoped* for *hopped*),

- fail to see how such inflected and derived forms as *hurried* or *distasteful* are related to their root words *hurry* or *taste*,
- try to locate as entries in a dictionary such inflected forms as *gullies* and *fuming* instead of the roots *gully* and *fume*,
- have trouble finding entry words in the dictionary, often choosing a word that merely resembles the word they want, for example, *decent* for *descent*,
- not be able to think of words that illustrate specific understandings related to word attack (for example, when attention is called to the function of the two consonant letters following the first vowel element in such words as *happen*, *tunnel*, *person*, *captain* as a visual clue to syllabic division, they cannot contribute more illustrations),
- spell poorly because they cannot call up clear mental images of words.

Helpful procedures: Throughout this *Guidebook* these procedures include (1) additional exercises that may be used in a variety of ways—to develop skills before pupils use certain pages and to provide further application of those skills when needed (note, for example, the reference to Exercises 1 and 2 in the suggestions for using pages 8 and 9), (2) specific suggestions for using the pages in each section of *Basic Reading Skills*.

The following exercises may be used or adapted to fit the needs of your pupils as they use pages 7-12 in *Basic Reading Skills*:

1. Write in pairs, words that may easily be confused because of similar configuration, for example, *weather*, *whether*; *order*, *odor*; *very*, *every*; *wander*, *wonder*. Use one of the words in each pair in an oral sentence, and ask pupils to point to the one you used. Encourage close scrutiny of each pair, and have pupils note differences in form and meaning. Then have pupils use the words in oral sentences.

Use the same procedure with words that may be confused through reversals, for example, *was*, *saw*; *net*, *ten*; *war*, *raw*; *trap*, *part*; *pool*, *loop*; *pan*, *nap*; *pals*, *slap*.

2. Write such groups of words as these on the board:

complete	thing	butter	battle
compete	thin	better	tattle
complain	think	bitter	cattle
complaint	thick	bottle	rattle

Use one word from the first group in an oral sentence and ask pupils to tell which one you used. Repeat with the other words in the group. Then have children tell how the four words are alike and different.

3. Suggest that pupils take a piece of paper or a card about the width of a page in a book. Direct them to slip the card down over the type in the first sentence on a page until they see just the tips of the letters. Let them experiment how far down they need to slide the card before they can recognize the words in the first line. Continue with the remaining lines.

4. Write a word, *pocket*, for example, on the board. Ask pupils to think of other words that look like *pocket* except for the beginning letter or letters. Write the words children suggest (*locket, rocket, socket, jacket, cricket, ticket*, etc.) under *pocket*. Have pupils tell how each word is like and different from *pocket*. Use the same procedure with words that look alike at the beginning (for example, *shot, short, shore, show, shovel, shove*).

You might also write a word like *color* and ask pupils to name as many words as they can that look much like *color* (for example, *collar, cooler, colder*).

5. Write the following, asking pupils to spot the two errors in each sentence and to substitute words similar in form that make sense. (Write additional sentences, using words that your pupils confuse.)

The boy want into the last horse on the street.
It is butter to try and loose than not to try at all.
The house was a short distant away form the road.
I though the widow pane was broken.

The following are specific suggestions for guiding the use of pages 7–12, “Memory of Word Form” section:

PAGE 7: If you think that students can do this page with some degree of success and have fun doing it, let them work the puzzle independently. If you decide, however, that they may have too much difficulty, give whatever guidance is needed or even work the puzzle with them. Then check and discuss the finished page with pupils, emphasizing that the substitution of one letter for another changes the form, the pronunciation, and the meaning of a word.

PAGES 8 and 9: If your pupils constantly confuse words that are similar in appearance, you may want to use Exercise 1 in a group situation before introducing page 8. If they have difficulty with page 8, use or adapt Exercises 1 and 2 before introducing page 9. After each page is completed, have pupils tell how the words in each pair are alike and different.

PAGE 10: In introducing the page, explain to pupils that consonant letters form the framework of words and that we grasp the meaning of many words from just a glance at the consonants. To illustrate, write the following and comment that

they are names of famous Americans spelled without vowel letters. Can pupils identify each?

G_r_g_ W_sh_ngt_n W_dr_w W_ls_n
Th_m_s J_ff_rs_n Fr_nkl_n R_s_v_lt
_br_h_m L_nc_ln Dw_gh_t _s_nh_w_r

Then have children read the directions and mark page 10. After the page is completed, have pupils read the sentences aloud. This is an opportune time to use Exercise 3 with the group.

PAGE 11: If, after pupils have finished the page and discussed it, more practice is indicated, use Exercises 4 and 5 with them.

PAGE 12: As children work this page, note whether they use memory of word form and context clues to complete words after filling in the first letter or two.

Further help in Basic Reading Skills: Pupils will also be strengthening memory of word form as they use pages 64–71, “Word Meaning,” and pages 91–99, “Context Clues.”

Word Analysis (structure)

PAGES 13–18

Whenever the reader encounters a word he cannot readily identify from context, he needs at his command language understandings and word-analysis skills to help him figure out the word independently. Provided the word is in his speaking-meaning vocabulary, skill in noting the structure of words and in associating sounds with symbols enables him to identify a word that may at first appear totally strange.

Since a large proportion of new words that pupils encounter at middle- and upper-grade levels are derived and inflected forms of root words, ability to identify meaningful parts of words is essential. Based on imagery and visual scrutiny of total word form, structural analysis enables the reader to identify meaning units within a word and to see the relationship between an inflected or derived form and its root.

Visual scrutiny of a word may reveal that it is (1) a root word [a word that cannot be further divided into meaningful units], *play*, for example; (2) a root word plus an inflectional ending, a prefix, or a suffix [meaning units that do not stand alone but are attached to root words], *plays, playing, replay, player, playful*; (3) a compound [a word made up of root words, each of which retains a basic meaning], *playmate, playground*.

The pages dealing with structural analysis in *Basic Reading Skills* are divided into two blocks, pages 13–18 and pages 130–136. The first block helps develop these fundamental understandings: (1) a root word may change visual form before an ending or a suffix is added—the final consonant

letter may be doubled as in *stopped* or *knitting*; final *e* may be dropped as in *hoped* or *slicing*; final *y* may be changed to *i* or final *f* to *v* as in *craziest* or *knives*; (2) prefixes [in such words as *unlike*, *disagree*, *impossible*, *forehead*, *repay*] and suffixes [in such words as *snowy*, *madly*, *childless*, *colorful*, *farmer*, *kindness*, *selfish*, *broaden*, *sailor*] are meaningful parts of words, (3) a root word retains its meaning in inflected and derived forms made from it [for example, *work* in *worked*, *rework*, *worker*].

In the second block of structural-analysis pages these concepts are further developed and expanded; a description of these pages is found on pages 25–26 of this *Guidebook*.

Evidences of weakness: If a child fails to look for meaningful parts of words and does not understand the relationship of these parts in inflected, derived, and compounded forms, he may

- fail to recognize an inflected or derived form of a known root word in which there has been a visual change in the root,
- try to sound out every word from left to right, never looking first at the total word form to discover whether it might possibly be a root plus a prefix, suffix, or ending,
- see no relationship in meaning between such derived forms as *forehead* and *careless* and their roots *head* and *care*,
- habitually look for “little words in big,” an aimless, unrewarding procedure that evidences lack of understanding of what a word is (he may see the “little words” *car* and *rot* in *carrot*, *for* and *tune* in *fortune*, and *sea* and *son* in *season*, for example, with resulting ludicrous pronunciations and meanings),
- fail to recognize a compound word as a combination of two or more distinct words, each of which retains its identity as a meaning unit (for example, *car* and *load* are roots in the compound *carload*; whereas *car* and *pet* are not roots in *carpet*),
- be unable to figure out in context the meaning of derived forms of known root words if the prefixes or suffixes are unfamiliar (for example, he may know the roots *agree*, *like*, and *sincere*, yet fail to see any relationship between them and their derived forms *agreement*, *likable*, *insincerity*).

Helpful procedures: The following exercises may be used whenever it seems appropriate to supplement the practice a child gets as he uses pages 13–18 and 130–136 in *Basic Reading Skills*:

1. Write such inflected forms as are shown below and ask pupils from what root word each is formed. Write the root beside each inflected form, and ask

what ending was added to each root word and what change, if any, was made in the root word.

bunches	skated	carried	smallest
wooden	flies	halves	placing
shorter	hitting	sunned	sillier

Follow the same procedure with words to which suffixes have been added, for example, *sharpen*, *busily*, *boyish*, *funny*, *helpless*, *goodness*, *diver*.

2. Write the phrase “to *distrust* a person,” underlining the italicized word. Have the phrase read, and ask, “From what root word is *distrust* formed? What was added to the root word to make a new word? What does the syllable *dis* mean? What do we call a syllable that is added to the beginning of a root word (prefix)? What does ‘to distrust a person’ mean?” Continue with the following:

an <i>unwise</i> person	to <i>untie</i> a shoe
an <i>impractical</i> idea	to <i>refill</i> a cup
to <i>disconnect</i> a radio	to <i>forewarn</i> a person

Use similar procedures with the following phrases to develop understanding that a suffix is also a meaning unit whose meaning combines with that of a root word to form a new word:

a <i>roofless</i> house	a <i>mouthful</i> of candy
three <i>survivors</i>	<i>girlish</i> laughter
a meat <i>grinder</i>	a <i>snowy</i> day

3. Write the following sentences, underlining the italicized words, and have them read:

Everyone needs *friends*.
 Jim is a *friendly* person.
 He acts *friendlier* than Ted.
 Ed is sometimes *unfriendly*.
 I hope I never am *friendless*.
 I admire his *friendliness*.

Ask pupils what root word is common to all the underlined words. Then have pupils explain in their own words what each underlined form means (“more than one friend,” “like a friend,” and so on).

Use similar procedures with inflected and derived forms of such words as *happy*, *love*, and *appear*. Lead pupils to note any change in the root word before the ending or suffix is added.

4. To emphasize the concept that meaning, not visual form, determines whether or not words are formed from a common root, write such sentences as the following:

The man counted his money.
 Then he recounted it.
 He did that countless times.
 Then he left the country.

Ask pupils which three words are formed from the same root word and discuss the meaning of each. Then ask why *country* is not related to the other words. Bring out that the visual form *count* is not a root word in *country* because the meaning of the word *count* is not present in the word

country. The fact that the pronunciation of the root word *count* is not heard in *country* is not an infallible test, since many root words lose their original pronunciations in derived forms—*please* in *pleasant* and in *pleasure*, for example. Use similar procedures with lists of words like the following:

complains	frighten	arms	stars
uncomplaining	frightful	armful	starry
complaint	frightfulness	forearm	starless
plains	rightly	harmless	startle

You will find these suggestions helpful as your children use pages 13–18 of *Basic Reading Skills*:

PAGES 13 and 14: To introduce the understandings involved on these pages, use the first part of Exercise 1. If, during the discussion following the marking of the pages, you discover that some pupils still have trouble identifying root words, write these pairs of words on the board: *trim, trimmed; stop, stopping; sad, sadder; thin, thinnest*. Ask, “What ending is added to *trim* to make *trimmed*? What else beside the *ed* ending is added?” Continue with the other pairs. Similarly, develop the idea of a dropped final *e*, using these pairs of words: *ride, riding; save, saved; cute, cuter; fine, finest*. Follow the same plan in developing the idea of changing final *y* to *i* and final *f* to *v*, using these pairs: *baby, babies; try, tried; fancy, fancier; loaf, loaves; calf, calves; scarf, scarves*.

PAGES 15–17: If your pupils have little understanding of the function of prefixes and suffixes, use Exercise 2 before they work these pages. The discussion, after each page, will be most important in clearing up any misconceptions and in clarifying the meanings of prefixes or suffixes that have caused difficulty.

PAGE 18: It would be a good idea to use Exercises 3 and 4 to introduce this page, especially with pupils who need detailed guidance. In checking and discussing the page, have children tell what each italicized word means; they will then be more apt to spot their errors and to see how words with a common root are related in meaning.

Phrase and Sentence Meaning

PAGES 19–31

No matter how glibly a child can pronounce the words he sees on a printed page, unless he understands their meaning in the sentence in which they occur and is sensitive to the larger context of the paragraph and the story, he will fail to interpret what he reads.

Evidences of weakness: If a child has difficulty comprehending phrase and sentence meaning, he may

—fail to understand pronoun reference,

—be confused by figurative or idiomatic language because he interprets everything literally,

—lack understanding of the way in which total context influences the implications of a sentence within it,

—fail to understand that such words as *before, after, since, because, but* are clues to specific relationships (time, cause-effect, contrast) between ideas in a sentence,

—fail to grasp ideas that are implied.

Helpful procedures: These exercises will prove helpful throughout the use of pages 19–31:

1. Write the words *who, what, when, where, how* on the board, and under these words list such phrases as *in the yard, after dinner, very softly, John and David, the caves*. As each phrase is read aloud, ask whether it tells *who, what, when, where, or how*. Then have pupils turn to a page in any book and guide them in identifying phrases that tell *who, what*, and so on.

2. Write the first group of sentences given below, underlining the pronouns. After pupils have read the first sentence, ask to whom the pronoun *they* refers. Discuss whether the sentence would make sense if the reader did not realize that *they* refers to “Tim and Dan.” Continue similarly with the pronoun *it*. To illustrate how useful pronouns are and how awkward our language would sound if we had no pronouns, ask someone to read the sentence aloud, substituting the antecedents of the pronouns for the pronouns. Then discuss the pronouns in the rest of this group of sentences.

After the first sentence in the second group has been read, ask what two ideas this sentence contains (Bob visited Taylor; Taylor is away at college). What very useful word ties the two ideas together (*who*)? To whom does the pronoun *who* refer? Continue similarly with the other sentences. If some pupils have difficulty identifying the antecedents of these relative pronouns, suggest they turn the “*who*,” “*that*,” or “*which*” part of each sentence (the relative clause) into a question—for example, “Who is away at college?”

When Tim and Dan saw the strange animal, *they* looked at *it* for a moment and then ran.

Mike’s parents said *he* could take the car to the game if *he* promised to bring *it* back in time for *them* to use *it* after dinner.

John said, “Mr. Smith, *I* surely appreciate the help *you* gave *me* with those math problems.”

Bob visited Jack Taylor, *who* is away at college.

The boys climbed to the highest branch, *which* was forty feet from the ground.

The team *that* we beat last week lost to Dallas. Awards were given to the students *who* played on the football squad.

3. Write the sentences given below, underlining the italicized phrases. Have the first sentence read, and ask what the underlined phrase means (“a sheep that is black in color”). Explain, if necessary, that this is the literal or exact meaning of the words *black sheep*. Then ask what the same phrase means in the second sentence (“a worthless person; a rascal”). Point out that this meaning illustrates figurative use of language—that words are often used imaginatively, not literally, to express an idea. Continue with the other sentences.

Mr. Bell had one *black sheep* in his herd.
Many thought that Tom was the *black sheep* of his family.

We walked through the puddle *on our toes*.
We’ll have to be *on our toes* to answer those test questions.

A slip of paper was *glued* to the cover of the book.
Will’s eyes were *glued* to the book.

4. Write the sentences given below. After the first one is read, ask questions to bring out implied ideas, for example, Where was Jim? Had he been sitting near a window? Have pupils tell what clues in the sentence helped them answer the questions. Continue with the other sentences.

Jim moved over to the other seat so that he could see the town and countryside far below.

Dan was so interested in the horsemen galloping across the small screen that he did not hear the telephone ring.

As the sun sank in the west, the cactus cast strange shadows on the sand.

The following are specific suggestions for the use of pages 19–31:

PAGE 19: After the page is completed, have pupils read the sentences aloud. Note their ability to group words into meaningful phrases, a prerequisite to fluency and speed in reading.

PAGE 20: Should responses reveal difficulty in interpreting implied ideas, use Exercise 4. It would also be helpful to use the procedures suggested in Exercise 1 with sentences on pages 14 and 16 in *Basic Reading Skills*.

PAGE 21: Use Exercise 2 with the entire group before introducing the page. (If some pupils still have difficulty with pronoun reference, see the suggestions for using pages 26–28.)

PAGE 22: Use Exercise 3, which develops understanding of the difference between the literal and figurative use of words, before the page is marked.

PAGES 23 and 24: In connection with page 23, explain that these comparisons are called *similes* and that similes are easy to recognize because they make use of the word *like* or *as*.

Explain that on page 24 pupils will find another kind of comparison called a *metaphor*. A metaphor does not use the word *like* or *as* but suggests or implies the comparison.

PAGE 25: If responses indicate that some pupils still have difficulty with figurative language, give them special help, using procedures similar to those in Exercise 3 before they go on.

PAGES 26–28: These pages will dramatize the importance of interpreting the meaning of a sentence (or sentences) in terms of the total context. As pupils discuss their responses to pages 27 and 28, have various individuals read aloud the conversational passages in the paragraphs to show how a story character felt.

You might also call attention to pronouns in specific passages on page 26, 27, or 28 and have pupils tell to what or whom each refers.

PAGE 29: This page provides concentrated practice in interpreting sentences involving negatives—a frequent stumbling block to the slow reader. After pupils complete the page, have them point out the word or words in each sentence that helped them answer the question.

PAGE 30: Have the directions read aloud. Then discuss and mark the first and possibly the second item with children before they continue independently. Following the discussion of this page, help pupils see how the appropriate conjunction cues the reader to the relationship of ideas in a sentence, by having them read each sentence aloud, omitting the conjunction.

PAGE 31: After pupils have read the directions, work through the first four sentences with them. In the discussion of each of the four sentences, ask what word gave pupils a clue to when each of the two things happened. Lead pupils to point out that the words *before* and *after* indicate an action preceding or following another, that *while* and *as* are clues to actions taking place at the same time. Then have pupils mark the page independently.

Further help in Basic Reading Skills: As children continue in *Basic Reading Skills*, take every opportunity to help them develop competence in comprehending phrase and sentence meaning. For example, the block of pages on “Main Idea” provides an excellent chance to help children interpret phrases and sentences in light of total context.

Word Analysis (*phonetic*)

PAGES 32–42

Phonetic analysis is the means by which we note the relationship between sound and printed symbols. It is based on the ability to (1) hear accurately vowels, consonants, and accent; (2) associate

the sounds of vowels and consonants with appropriate letter symbols; (3) blend these sounds into syllables and the syllables into meaningful word wholes with appropriate accent; (4) use visual clues in word forms that aid in determining vowel sounds, syllabic divisions, and accent.

This is the first of three blocks of pages in *Basic Reading Skills* designed to help pupils associate sound with printed symbols. (See also pages 54–63 and 144–151 in *Basic Reading Skills* and pages 14–16 and 27–29 in this *Guidebook*.) As they use pages 32–42, children will develop the ability to (1) hear and discriminate between consonant and vowel sounds, (2) associate consonant and vowel sounds with appropriate letter symbols, (3) use visual clues to vowel sounds in one-syllable words, and (4) interpret dictionary symbols used to represent consonant and vowel sounds.

Evidences of weakness: Children who have had little or no developmental training in using phonetic analysis may

- not be sensitive to the consonant and vowel sounds in our language and be unable to discriminate between these sounds,
- associate only one or two sounds with a vowel letter (for example, if they associate only a long and a short sound with the letter *a* [as in *fate* and *fat*], they are confused and frustrated when they try to figure out the vowel sounds in words like *part* and *pair*),
- try to sound out unfamiliar words, letter by letter, from left to right, because they do not understand that the visual clue to a vowel sound follows the vowel letter as in the words *star*, *rain*, *cane*, *fawn*,
- be unable to interpret dictionary pronunciation symbols.

Helpful procedures: These exercises may be used in any way that seems feasible as pupils work through pages 32–42 of *Basic Reading Skills*:

1. Ask pupils to listen carefully to the first sound heard in the word *boy*. Then pronounce some words (*bed*, *basket*, *very*, *pill*, *bill*, etc.) and ask which ones begin with the sound heard at the beginning of *boy*. Ask pupils to think of other words beginning with the sound of *b*. Use similar procedures with words in which the sound of *b* is heard at the end and in the middle. This procedure can be used with variations for promoting auditory perception of any consonant or vowel sound.

2. Write a consonant symbol such as *k* on the board. Pronounce the words *cannon* and *gander*. Ask pupils to tell which word begins with the *k* sound. Pronounce *cricket* and *curtain* and have

pupils tell in which word they hear the *k* sound in the middle of the word. Pronounce *attack* and *attract* and ask in which word pupils hear the *k* sound at the end of the word. Continue similarly with other consonants.

3. Write the word *ship* and pronounce it. Ask children how many letters they see in the word (four) and how many sounds they hear (three). Bring out that the letters *sh* stand for one sound. Pronounce the following words, and ask children to tell whether they hear the *sh* sound at the beginning, middle, or end of each: *flash*, *shame*, *machine*, *shall*, *wish*, *motion*, *dish*, *shave*, *ocean*. A similar procedure may be used with *ch*, *th*, *ng* (*ng* never occurs initially, however).

4. Write such words as *blame*, *drop*, *swing*. Have each word pronounced. Point out that the consonant sounds *l*, *r*, and *s* blend easily with other consonant sounds. Then pronounce such words as *cloud*, *black*, *dry*, *cry*, *spin*, *stand*, and ask children to write the two letters that stand for the consonant blend they hear at the beginning of each word.

5. To emphasize how changing one consonant sound affects meaning, write the word *hat* and have it used in a sentence. Then erase the *h* and substitute *r* to make *rat*; ask pupils to tell what the word is now and to use it in a sentence. Continue substituting consonants to make *bat*, *cat*, *sat*, etc. Stress the importance of paying close attention to consonant sounds by pointing out that in each instance a change in one consonant sound changes meaning. Use similar procedures with vowels in *bud*, *bid*, *bed*, *bad*; *hot*, *hat*, *hit*, *hut*.

6. Pronounce pairs of one-syllable words (*pay*, *pat*; *snore*, *sneer*; *head*, *said*; *cap*, *hat*; *cook*, *cool*; *ate*, *pain*; for example) and ask pupils to tell in which pairs they hear the same vowel sound.

7. Write key words and beneath them words containing the vowel sounds heard in the key words, for example:

1. it	2. ice	3. bird	
lip	whirl	high	third
bite	flip	bike	hitch

Have the key words pronounced. Then have a pupil pronounce the word *lip* and put number 1 in front of it if the vowel *i* sounds as it does in the word *it*, 2 if it sounds as it does in *ice*, and 3 if it sounds as it does in *bird*. Continue similarly with the other words. This procedure should be used for all vowel sounds.

8. Write a list of words, each of which has one or more silent letters, for example, *aim*, *Ann*, *bare*, *calf*, *kick*, *high*, *knife*, *straight*. Have children pronounce each word and draw a line through each letter that they do not hear.

9. To emphasize the understanding that a clue to the vowel sound follows the vowel letter in a word, write the letters *fa* and explain that these letters begin many words but that unless we see what follows *fa* we have no clue to the sound of *a*. Then write *fat, far, fair, fate, fail* and discuss the clue to the vowel sound that follows the vowel letter in each word. Continue with groups of words like *bob, bone, boat, born; tell, term, team*.

In working with children on this block of pages, spend as much time as is needed to develop understandings before pupils are asked to mark a page. Take time also to clear up difficulties before the group goes on to the next page. The following are suggestions that may be helpful:

PAGES 32–33: To make sure that pupils name the pictures correctly, identify each with the group. This will help pupils concentrate on specific sounds in words.

If responses to these pages reveal that children have difficulty hearing consonant sounds, use the type of developmental teaching suggested in Exercises 1, 2, 3, and 5.

PAGE 34: If your pupils need guidance, work through the top part of this page with them. For more practice, use Exercise 4.

PAGE 35: After children have marked the page, ask them to think of other words that illustrate the four generalizations at the bottom of page 35. If pupils suggest such words as *geese, get, gift, give, girl, giggle* in which you might expect to hear the *j* sound, point out that it is wise to try the sound you expect to hear and then, if that doesn't make sense, try another sound. Explain, too, that *g* followed by *e* at the end of a word is always a clue to the *j* sound (*range, barge, etc.*).

PAGE 36: Before children turn to page 36, write these words and their dictionary pronunciations on the board: *wren* (ren), *hedge* (hej), *sell* (sel), *deck* (dek). Use these words to emphasize that silent letters appear in the spellings of words but not in dictionary pronunciations. Then use *cent* (sent), *gem* (jem), *has* (haz) to point out that we may see one letter in the spelling of a word yet say the sound of another. In dictionary pronunciations, however, a given symbol always stands for one sound.

After checking and discussing pupils' responses on page 36, write each pronunciation on the board. Have children tell what each word is (write the word in front of the pronunciation) and ask them to compare the spelling and the pronunciation.

PAGES 37 and 38: A study of the responses obtained on page 37 may reveal individual difficulties and will help you determine whether practice on particular vowel sounds is needed before children continue with page 38. Spend as much time

on these two pages as seems necessary to clear up any difficulties children may have.

If the responses to page 37 indicate a need for further practice, use the procedures suggested for vowel sounds in Exercises 1 and 5.

Following the discussion of page 38, call attention to the words in various groups (for example, those illustrating the vowel sounds heard in *leaf, bird, chair, spoon*) and have pupils point out the different letters that may stand for one vowel sound. Use Exercises 6 and 7 for additional practice.

PAGES 39 and 40: You will find these two pages very helpful for children who sound out every word from beginning to end because they have not learned to use visual clues to vowel sounds. Unless pupils can use these clues to determine the pronunciation of one-syllable words, they cannot cope with words of two or more syllables.

With some groups it may be advisable to discuss the clues given at the top of page 39 and then work through the first six items in column one with them. Use Exercise 9 for extra practice.

In the discussion following the marking of page 40, have children pronounce the three words below each sentence and tell why they would expect to hear the vowel sound they do in each word.

PAGE 41: After the page has been marked and discussed, suggest that pupils write in their books the words for which each pronunciation stands. (Make sure that the words are spelled correctly.) Then compare the spellings and the pronunciations.

PAGE 42: During the discussion of the responses to this page, emphasize the use of the pronunciation key by asking what key words pupils used to help them figure out each pronunciation. Then explain that not all dictionaries use the same diacritical marks for vowel sounds, but once one learns how to use a pronunciation key, he can use the key in any dictionary.¹

Further help in Basic Reading Skills: Pages 54–63 and 144–151 strengthen and extend phonetic understandings and provide opportunity for the group to use them in attacking words of two or more syllables independently. Together with the "Dictionary" pages, these sections also strengthen ability to interpret dictionary pronunciations.

Main Idea

PAGES 43–53

The ability to identify main ideas is fundamental to full interpretation and is dependent on and related to other interpretative skills, comprehending phrase and sentence meaning, perceiving relationships, recognizing emotional reactions, for example.

¹The pronunciation system, key words, and definitions used in *Basic Reading Skills* are taken from the Thorndike-Barnhart Dictionaries.

Evidences of weakness: If a child has difficulty recognizing main ideas, he may

- not be able to identify the theme of a selection, dwelling instead on mere details (for example, in reading a story in which there is a fire, he cannot think beyond the immediate excitement of the fire and identify the theme of the story, which might be how a young girl won the respect of her brothers),
- be able to answer most factual questions about what he has read but never those which require an understanding of an entire selection,
- be unable to tell why something happened in a story, to see how motives and traits of story characters are related to the outcome of a plot,
- interpret largely on a literal, superficial level, never grasping implied ideas or author's purpose (for example, he fails to grasp the significance of myths and fables),
- find it difficult to organize and summarize ideas and consequently to remember them.

Helpful procedures: As children talk about and give reasons for their responses on pages 43–53, they will be developing not only ability to think in terms of main ideas but other important interpretative skills. As they continue in *Basic Reading Skills*, they will apply and extend their ability to recognize main ideas. Here, for example, are just a few pages from other blocks in which children will use this ability: 76 (Relationships), 84 (Emotional Reactions), 99 (Context Clues), 108 (Sensory Imagery), 138 (Story Problem and Plot Structure), 154–157 (Summarizing and Organizing), 163 (Reference Materials).

PAGE 43: During the discussion of the page, ask which question under each paragraph could be answered only by understanding the total passage. What clues in the passage helped pupils answer the question? Why was it easy to answer the other question?

PAGE 44: Have pupils tell why they think each title they marked is better than the other two. Can they think of other titles that also express the main point of each part?

This page provides an opportunity to encourage pupils who are interested in “ham” radio to tell what they know about it. Are there any books or magazine articles on this subject they would like to recommend?

PAGE 45: As children give reasons for their responses, discuss the difference between a mere statement of fact (for example—*The team was safe and sound . . . But the horses' harness was gone.*) and a main idea or generalization (*It [tornado] may strip off parts of objects and leave the rest.*).

PAGE 46: When the correct response has been agreed upon, talk over with pupils why the other sentences are inappropriate or not broad enough to cover the main idea.

PAGE 47: Additional values may be gained by encouraging pupils to recount a personal experience that taught them similar lessons and to mention other stories in which the writer's purpose was to teach a lesson.

PAGES 48–50: Although these pages require a pattern of thinking similar to that used on pages 45 and 46, they are more mature in content and thus provide a means of evaluating progress.

After discussing page 48, call attention to the map. Which paragraph in the selection does the map clarify? How?

Suggest that as children use page 49, they stop at the end of each paragraph and ask themselves, “What did I find out about Franklin? What part of Franklin's life does this paragraph deal with?” When the page has been marked and discussed, ask pupils to write the six paragraph topics in order on a piece of paper. Have them close their books and tell the things they remember about each aspect of Franklin's life, using the six topics as a guide.

PAGE 51: The thinking stimulated by the questions on this page will be especially helpful for children who interpret too literally. Direct pupils who are especially interested in legends to the books listed under the heading “Stories We All Should Know” on page 192.

PAGES 52–53: In discussing the responses, use the procedure suggested for page 46.

The content of these pages affords excellent leads into exploring children's personal interests and knowledge. Invite pupils to name other people that they think might well have been included. Use this discussion as a lead to recommending particular books in the “Books You May Like” section, for example, *Lou Gehrig: Boy of the Sand Lots*, by Guernsey Van Riper, or *Amelia Earhart: Kansas Girl*, by Jane Moore Howe.

Word Analysis (phonetic)

PAGES 54–63

This is the second of three blocks of pages that will strengthen and extend children's ability to use phonetic analysis. (See also pages 32–42 and 144–151 in *Basic Reading Skills* and pages 11–13 and 27–29 in this *Guidebook*.) As they use pages 54–63, children apply what they have previously learned about consonants and vowels and develop ability to (1) hear syllables within a word as pronunciation units having one vowel sound, (2) hear accent in words and note its effect on vowel sounds, (3) use visual clues to syllabication, (4)

use visual clues in determining vowel sounds in accented syllables, (5) interpret dictionary pronunciations of words of more than one syllable.

Evidences of weakness: Children should certainly use this block of pages, if they

- rely on phonograms or “little words in big” as a means of figuring out the pronunciation of words of two or more syllables (for example, finding *ap* and *map* in *maple*, *up* and *pup* in *pupil*, or *man* and *age* in *manage* only intensifies meaning and pronunciation difficulties),
- try to sound out multisyllabic words letter by letter, from left to right, not realizing that such words must first be divided into syllables,
- are not sensitive to accent in words (such children may consult a dictionary for the pronunciation of words but fail to get the accent right),
- are unaware of the effect of syllabication and accent on vowel sounds (for example, an unfamiliar word like *notice* may be pronounced *not’ is*).

Helpful procedures: You may want to use the following exercises as well as some of those described on pages 12–13 of this *Guidebook* as children work through pages 54–63:

1. Explain that as you pronounce some words you will pat your hand to show how many vowel sounds you say in each word. Pronounce and pat out the syllables in the words *penny*, *yellow*, *cabbage*, *pony*, *hungry*. (Pat a little harder for the accented first syllable than for the unaccented last syllable in each word.) Ask pupils to tell how many syllables there are in *penny*, for example. What vowel sound do they hear in the first syllable (short *e*)? in the last syllable (short *i*)? Then have children pronounce and pat out the syllables in each word.

2. Write a list of known two-syllable words on the board. Have children pronounce each word aloud as they rhythmically pat out the syllables, using a stronger beat to show the accented syllable.

If some pupils have difficulty hearing accent, let them note how odd words sound when you accent the wrong syllable, for example, *pen cil’*, *prac tice’*, *e’ vent*.

3. Write and pronounce a two-syllable word containing the schwa sound, for example, *kitten*, and ask pupils how many vowel sounds they hear, how many syllables the word has, and which syllable is accented. Then ask pupils to pronounce the word and to tell in which syllable they hear the schwa sound. Continue with the words *sudden*, *center*, *parent*, *alone*, *bottom*, *partial*.

4. Write such sentences as the following on the board, underlining the italicized words:

Mother bought a book from the book *agent*.
John carried the heavy *burden* up the hill.
The old car began to shake and *wobble*.

Have each sentence read. With each underlined word, ask such questions as “Where does the first syllable end? Which syllable is accented? If you weren’t sure at first, did you try accenting both syllables? What vowel sound did you try in the accented syllable? Why?”

These suggestions may be helpful as children use pages 54–63 in *Basic Reading Skills*:

PAGE 54: If your pupils need more background than that provided by the explanation at the top of the page, use Exercise 1 as preliminary development.

After the page has been marked and discussed, have children pronounce with you and pat out the syllables in each word as suggested in Exercise 1.

PAGES 55 and 56: As pupils use page 55 they learn (or review) three simple clues that aid in dividing words into syllables, and on page 56 they apply these clues.

Discuss the first part of page 55, including the demonstration items in the first column. Be sure in the discussion following the marking of the page to clear up difficulties before pupils go on.

In talking over the responses to page 56, have children tell why they thought the first syllable in each word ended where it did.

PAGE 57: As you discuss the three clues on this page, help pupils understand the reason for these special clues to syllabication by recalling that (1) in pronouncing consonant blends we say two or three consonants together with no intervening vowel sound; (2) the letters *ch*, *sh*, *th*, and *ck* stand for one consonant sound. Then have pupils mark the page independently.

PAGE 58: Discuss the picture and the explanation given below. Have pupils pronounce the words *hel lo’*, *fool’ ish*, *mo’ ment*, *a sleep’*, and *pa rade’* with you and pat out the syllables, patting a little harder for the accented syllables than for the unaccented ones. If anyone has difficulty hearing accent, pronounce these words accenting the wrong syllable.

To help children correct their own responses, ask them to pronounce each word twice emphasizing first one syllable and then the other. Exercise 2 may be used for extra practice.

PAGE 59: This page introduces the soft, reduced vowel sound, the schwa, which is heard only in unaccented syllables. Although we sometimes hear other vowel sounds in unaccented syllables, the schwa sound is the one commonly heard.

As you discuss the top part of the page, have the twelve words pronounced to emphasize that

any vowel letters may represent the schwa sound in the spelling of a word. It may also be advisable for you to guide pupils as they work through the first column of words below. Pronounce each word and ask which syllable is accented. Then pronounce the word again, asking children to listen to the vowel sound in the unaccented syllable. Ask which vowel letter (or letters) in the unaccented syllable stands for the schwa sound, and have it underlined. Exercise 3 will provide additional practice in hearing the schwa.

PAGE 60: Recall what was learned about the schwa sound on page 59. Then call attention to the key at the bottom of the page, especially to the schwa symbol (ə) and key words. If necessary, work through the entire page with pupils.

To conclude, write the following pairs of pronunciations and refer pupils to the pronunciation key on page 60. Point to each pair and ask, "Which of these can you eat? What is the other word?" Write each word beside its pronunciation.

(sal' əd)	(bā' kən)	(di zér't')
(sāl' ər)	(bē' kən)	(dez' ert)
(un' yən)	(bə nan' ə)	(but' ən)
(ūn' yən)	(ban dan' ə)	(but' ər)

PAGE 61: For a rapid review of clues to vowel sounds in one-syllable words, have pupils turn to page 39. Then explain that these same clues to vowel sounds usually work in the *accented* syllables of longer words, and discuss the five clues at the top of page 61. If necessary, guide pupils as they work through the first five items in column one. Exercise 4 will provide additional practice.

PAGES 62 and 63: Page 62 may be used to evaluate pupils' ability to hear syllables in words; page 63, their ability to divide words into syllables and to identify accented syllables.

Further help in Basic Reading Skills: When pupils use pages 144–151, they will have further opportunity to use and extend what they have learned about vowels, syllables, and accent.

Word Meaning

PAGES 64-71

Obviously, a child's ability to read is greatly affected by the ease and rapidity with which he instantly identifies and associates meaning with words. Only if he has many opportunities to encounter familiar words used with new meanings and to meet totally new words will he increase his speaking-meaning vocabulary and, in turn, his reading vocabulary.

Evidences of weakness: A child who has a limited speaking and reading vocabulary may

—skip unfamiliar words, not stopping to consult a dictionary or even to ask about meaning,

—associate only one meaning with a word or read only the first definition of a word he chances to look up,

—fail to respond to or to enjoy what he reads, since he has few meaning associations and lacks a sensitivity to connotations of words.

Helpful procedures: Use the following exercises as pupils work pages 64–71 of *Basic Reading Skills*:

1. Write on the board such words as *silently*, *afraid*, *happy*, *pretty*, *sparkle*. Ask pupils to think of a word or words that mean the same, or nearly the same, as each word in this list.

2. Write a word like *night* on the board. Ask children to suggest a word that means just the opposite. (Write *day* beside *night*.) Continue with such words as *first*, *weak*, *ugly*, *glad*, *friends*, *here*, *full*. Then let each child suggest a word for which someone else supplies a word with opposite meaning. Pupils might then try using two words of opposite meaning (for example, *night* and *day*) in the same sentence.

3. Write the following pairs of words on the board. Have them read aloud, and let the pupils decide whether the words in each pair have similar or opposite meanings.

alike—different	chuckled—laughed
began—started	glancing—looking
remember—forget	bottom—top
beautiful—pretty	finished—ended
dark—light	fall—autumn
sorry—glad	covered—uncovered
smiled—frowned	lad—boy
close—near	sure—certain

4. Write the following sentences, underlining the italicized words. Have the first sentence read. Then have each of the words in parentheses substituted for the underlined word and discuss how the meaning of the sentence has changed slightly. Lead pupils to note that although each of the words in parentheses means "cry," it suggests a particular way of crying. Continue similarly with the remaining sentences.

The child *cried* (sobbed, whimpered, wailed).

He *took* the wheel (seized, grabbed, grasped).

The bell *rang* (chimed, clanged, tinkled).

The little boy *moved* away (scampered, marched, wandered).

The birds *flew* (soared, swooped, fluttered).

As pupils use pages 64–71 in *Basic Reading Skills* you may find these suggestions helpful.

PAGE 64: In checking the page, have pupils read each sentence aloud, substituting the word they marked for the underlined word in the sentence. Explain that words that mean the same or nearly

the same are called synonyms. Then discuss how the use of the other two words would alter the meaning of the sentence. You may also want to use Exercise 1 as extra practice.

PAGES 65 and 66: These two pages will be especially helpful for children who often fail to note the meaning of words that help the reader visualize action and understand how a character felt.

After responses to page 65 have been discussed, note whether pupils can suggest other words that might be used in the first blank to show happiness (*danced*, *scampered*, for example). Continue similarly with the other sentences. For extra practice, use Exercise 4.

During the discussion of page 66, have pupils read each sentence aloud, using the underlined word as a clue to how the person felt and spoke. (To demonstrate what you mean, read one of the sentences aloud to the group, showing by your voice how the person must have felt.) Lead pupils to note that *said* has a general, vague meaning, whereas words like *gasped*, *shouted*, *demanded* tell the reader precisely how something was *said*. Then have pupils tell in each instance what the other two words would have told about how the person felt and spoke.

PAGE 67: Boys and girls may also like to see how many other names they can add to each group. For example, under *trees* they might suggest *elm*, *oak*, *walnut*, *hickory*, *willow*, and so on. Pupils might also think of other “class” words like *automobiles*, *games*, *airplanes* and then suggest specific names that belong in each classification.

PAGE 68: If pupils have difficulty interpreting figurative language, discuss the directions as well as the first item with them. Note the descriptive term “lion-hearted” in the first sentence, and ask pupils what they think it means before they choose one of the three words to complete the second sentence. After the page has been marked, encourage pupils to think of other descriptive terms in which animal names are used, for example, *blind as a bat*, *snail’s pace*, *fishy-eyed*.

PAGE 69: When the finished page is being discussed, you may also find it profitable to talk about other important words in each sentence. For example, in connection with the first sentence ask: What word tells you what time of year it was? (*midsummer*) What word tells you there were many sounds? (*filled*) What word tells you where the sounds occurred? (*forest*)

PAGE 70: Suggest that as pupils study each paragraph on this page they think carefully about the situation or action described before they underline a word. In the discussion of the page, have children justify each response by telling what the underlined word means and what ideas in the passage prompted that response.

PAGE 71: Before introducing this page, use Exercises 2 and 3. The responses to this page will reveal which pupils still have rather limited vocabularies. Such pupils will need special help in developing meaning associations as they use succeeding pages in *Basic Reading Skills*.

Further help in Basic Reading Skills: As they use the remaining blocks of pages—especially those on “Emotional Reactions,” “Context Clues,” “Sensory Imagery,” and “Dictionary”—pupils have many opportunities to strengthen and expand their meaning vocabularies.

Relationships (cause-effect, sequence) PAGES 72-83

The ability to perceive relationships while reading is perhaps the most important single interpretative skill, since so many others are dependent upon it. It is fundamental to full interpretation, to integration of ideas gained from several sources, and to summarizing and organizing ideas.

This is the first of two blocks of pages that provide concentrated practice in recognizing various kinds of relationships. Pages 72-83 emphasize relationships of cause-effect and sequence; pages 117-129 stress time and place relationships and analogies.

Evidences of weakness: Children who have difficulty noting relationships based on cause-effect or sequence may

- be unable to answer questions that require them to tell *why* something happened or *why* a character did or said what he did,
- be unable to make a simple outline,
- not understand or remember what they read in other areas of the curriculum—science and history, for example—because they tend to interpret events and facts in isolation,
- find it almost impossible to summarize and remember what they have read.

Helpful procedures: The techniques suggested below will help strengthen the ability to note two types of relationships—cause-effect, Exercises 1 and 2; sequence, 3 and 4.

1. During the discussion of a story (or geography, history, science material) that the group has just read, ask “why” questions to bring out important cause-effect relationships. Ask, for example, why various story characters thought, behaved, and reacted as they did. Encourage children to give their answers in complete sentences that use the word *because*. Then ask pupils to find passages in the selection that support their answers.

2. Ask why a particular story turned out the way it did. Then suggest another event in place of one of the major events or another emotional reaction on the part of the major character and have pupils tell how the change would have made the story different.

3. Have various pupils explain how to do something (how to train a dog, how to use a camera, for example). Allow time for each individual to organize his thinking and encourage him to list the steps in sequence as well as to explain the reasons for each step.

4. Recall an incident in a selection that has been read and ask pupils to tell what happened just before and just after the incident. You might also use this same procedure with a picture in a story, or a story character's comment.

The following are specific suggestions for using pages 72–83 in *Basic Reading Skills*:

PAGES 72–74: These three pages are alike in that the child's attention is centered on identifying cause-effect relationships that are directly stated. They vary in difficulty in that on page 72 he notes the relationship in single sentences; on page 73 he bases his response on a total passage; on page 74 he must use both picture and text in four related paragraphs to respond.

Discuss the first item on page 72 with children. Point out that the first part of the sentence tells what was done, that two endings give logical reasons why it was done.

As children discuss their responses to page 73, have them read aloud the phrase, sentence, or paragraph in the article that supports their opinions. On page 74, use the same procedure with both pictures and text.

PAGE 75: Have pupils justify their responses by reading those parts of the article that helped them formulate their answers.

PAGES 76 and 77: Pupils' responses to these pages and the ensuing discussion will indicate how well they can engage in critical thinking and make judgments based on cause-effect relationships.

PAGE 78: See the suggestion for page 75.

PAGES 79–83: These pages, which emphasize sequential relationships, provide an excellent opportunity to point out to children how noting such relationships helps a person understand and remember what he reads, whether it is a story, a history lesson, a science experiment, or a geography lesson.

After the discussion of the responses on page 79, ask children to retell this article, using as a guide the four main events arranged in correct sequence. Use similar procedures with page 81.

The thinking required for page 80 provides especially good practice for those children who have difficulty following directions. To help these pupils visualize the steps in sequence, have them underline and number the steps in the text. Then have a pupil pantomime the action in each step. Let anyone who so wishes perform this trick. Exercise 3 will provide additional practice.

If responses to pages 82–83 indicate that some pupils still have difficulty perceiving sequential relationships, give them special help, using procedures similar to those in Exercises 3 and 4.

Further help in Basic Reading Skills: Whenever possible during the use of succeeding pages in *Basic Reading Skills*, take time to point up cause-effect and sequential relationships. (See, for example, suggestions for the use of pages 84, 87, 88–89, 119, 120–121.)

Emotional Reactions

PAGES 84–90

If the reader is to comprehend the main idea or theme of a story, if he is to evaluate character traits and react to the total selection, if he is to integrate ideas gained from reading into his own life, it is essential that he recognize the emotional reactions and inner drives of characters in stories. Otherwise, reading becomes merely a tool for fact-getting, not a living experience.

Evidences of weakness: The child who has difficulty recognizing the emotional reactions or motives of story characters may

- seldom interpret beyond the “what happened” or “what did the book say” level (for example, he can tell in great detail what a fictional character did but fails to respond to such queries as “Why do you think Billy did that?” or “How do you suppose he felt when . . .?”),

- fail to recognize the implications of such emotionally charged words as *chortled*, *entreated*, *yelled*,

- fail to identify himself with people in situations that are foreign to his experience or even in situations related to his experience,

- rarely laugh, exclaim, or indicate in any way that he is involved in or “living” what he is reading.

Helpful procedures: The following exercises may be used at any time:

1. Narrate brief episodes that could happen to your pupils, and then have them tell how they would feel in that situation. Suggest that they demonstrate their feelings by facial expression, action, and possible remarks. For example, you might say, “It is the middle of the night and

everyone in your house is asleep. Suddenly you are awakened by a loud crash! How do you think you would feel? Would you say anything? What might you say? What might you do?"

2. Show an action picture from a magazine or newspaper and encourage pupils to tell what they think is taking place, how they think each character feels, and why they think the characters feel as they do. Then have children supply probable conversations.

3. Read aloud a passage that involves strong emotional tones. Ask children to suggest words or phrases that describe the character's feelings, and write their suggestions on the board. Then point out that authors use such words to give the reader a clue to the way their story characters feel.

4. List on the board words and phrases (taken from a passage or selection pupils have just read) that describe emotional reactions of characters in the selection. Ask pupils which character experienced each emotional reaction and why. Encourage pupils to refer to specific passages in the story to support their viewpoints.

5. Read in a monotone dramatic bits of conversation from a familiar story. Ask whether the story character would have spoken in that way. Discuss how the story character felt when he spoke, what facial expressions and what gestures he might have used. Then have children read the conversation as they think the story character would have sounded. Encourage use of facial expressions and pantomime in the reading.

6. Refer pupils to a story, or perhaps a passage, that contains lively and appealing conversations. Let children skim rapidly to find words that are used instead of *said* to give the reader a clue to the way a story character felt. As pupils find such phrases as *he announced*, *teased Pat*, *Sally muttered*, *Jay warned*, write these phrases on the board. Then have children experiment with reading the remarks in light of these clues.

In the discussion that follows the marking of each page in this block, encourage pupils to express their opinions freely. There are sure to be many disagreements, but accept each individual's responses if he can justify his ideas. Reading aloud, which you will notice is suggested in connection with almost every page, should also be an important part of this discussion period.

PAGE 84: As pupils compare their responses on this page, have them tell *why* they thought each person felt as he or she did and point out words, phrases, or sentences in the text that give a clue to the person's reactions. If some pupils have trouble recognizing emotional reactions, use Exercises 1 and 2.

PAGE 85: In checking the page, have pupils read the last paragraph of each passage aloud, stressing the word or words that would convey the way they think Lincoln felt. If pupils have difficulty projecting the dominant emotion in each conversational passage, use Exercise 5.

PAGE 86: As pupils discuss their responses, have them find the words in each sentence that helped them determine the appropriate word to describe the spirit in which each person spoke. (For example, in the first sentence *I'm very sorry* and *apologized* should be noted.) To stress word meaning, talk about the meanings of the other two words and why neither is appropriate. Then have pupils read each sentence aloud to show how each person felt. Exercise 6 might be used at this time.

PAGE 87: Discuss with pupils what happened in each incident and the emotional reactions portrayed by the characters. Have someone read aloud the reason the person gave for doing what he did and then contrast this with the real reason for his actions.

PAGES 88–89: After pupils have indicated how they think each character felt and have discussed *why* they think he felt as he did, they should be encouraged to try reading aloud portions of the story to demonstrate how they think the character sounded. The procedure suggested in Exercise 4 might also be used in connection with this story.

PAGE 90: Children should certainly have an opportunity to read this delightful episode aloud. Or it would be great fun to select a boy and a girl to take the parts of Mr. and Mrs. Bradford and a third pupil to be the narrator. Mr. and Mrs. Bradford would each read their bits of conversation and pantomime the action described in the narrative sections read by the third pupil.

Further help in Basic Reading Skills: As children use pages 100–108 on "Sensory Imagery" and pages 137–143 on "Story Problem and Plot Structure," they again use their ability to identify emotional reactions and motives of story characters.

Context Clues

PAGES 91–99

Fundamental to the use of context clues is the realization that reading is the process of receiving ideas and impressions, not an exercise in pronunciation. The reader who seeks and uses context clues is demanding meaning from the printed page. The use of context clues is based on the understandings that (1) a word may have more than one meaning, for example, *bank*, *stern*; (2) meaning (and sometimes pronunciation, for example, *wound*, *project*) must be determined in light of context.

Evidences of weakness: In your class there will probably be children who

- do not use context clues to check their phonetic analysis of an unfamiliar word (for example, pronouncing *wealth* with the long *e* sound),
- do not discriminate between variant meanings and uses of word forms like *pound*, *light*, and *show* or between forms like *wind*, *close*, and *bow*, whose meanings and pronunciations can be determined only in light of context,
- never voluntarily consult a dictionary or those who read only the first definition of an entry (for example, looking up the meaning of the word *thresh* and reading only the first definition “separate the grain or seeds from (wheat, etc.),” gives no help at all with the sentence *The frightened animal began to thresh around in the water*),
- depend too much upon the dictionary and never try reading on in the text to discover possible clues in the sentence, paragraph, or selection to the meaning of unfamiliar words.

Helpful procedures: Use these exercises whenever you think they would be helpful:

1. Write an incomplete sentence, for example, “John _____ to the store.” Let individuals take turns supplying a word to complete the sentence. Then write the letter *w* before the blank and ask what the word might be now (*went*, *wandered*, etc.). Change the letter to *r*, then to *h*, and so on.

2. Write such homographs as *bear*, *spell*, *stick*, *fair*, *rash*, *fleet* on the board with definitions and illustrative sentences, for example:

*bear*¹, endure

*bear*², large animal

She cannot bear the sight of snakes.

The floor boards are too thin to bear much weight.

The hunters shot the bear.

Have pupils pronounce *bear* and read the definitions. Then have them read the sentences silently and tell what *bear* means in each. (Remind pupils that when they see an entry word in the dictionary with a small number after it, there will be another entry word spelled the same.)

In addition, write other homographs (*mail*, *loaf*, etc.) with their definitions and have pupils use them in oral sentences to illustrate each meaning.

3. Help pupils make a list of such pairs of words as *meet* and *meat* that look different and have different meanings but that are pronounced the same (homonyms). Then have them use each word in a sentence to illustrate its meaning. Such pairs of words as these might be suggested: *rain*, *rein*; *seen*, *scene*; *by*, *buy*; *sore*, *soar*; *vane*, *vain*; *sew*, *sow*; *maid*, *made*; *seem*, *seam*; *beet*, *beat*;

feet, *feat*; *one*, *won*; *dear*, *deer*; *ate*, *eight*; *fair*, *fare*; *waist*, *waste*; *steel*, *steal*; *right*, *write*; *know*, *no*.

4. Recall that neither pronunciation nor meaning of many words can be determined outside of sentence context. Have such pairs of sentences as these read and discuss with children how the words that are spelled alike differ in meaning and pronunciation:

She wiped the last *tear* from her eye.

He had a long *tear* in his shirt.

Father *wound* the clock.

The arrow did not *wound* the deer.

As pupils use pages 91–99, you may wish to use these suggestions:

PAGES 91 and 92: These pages will be especially helpful for the child who usually associates only one meaning with a word and who does not understand that the meaning of a word is determined by the way it is used in a sentence.

Since page 92 is the first page on which dictionary definitions appear, call attention to the pronunciation shown after the entry word, the numbered definitions of meaning, and the use of italicized sentences to illustrate a meaning (see *sway* and *care*). Urge pupils to read all definitions for a word before they decide which one explains the meaning of an underlined word.

PAGE 93: Discuss with pupils the first part of the page, including the demonstration sentence. Emphasize that the only way we can tell which sound the letters *ow*, *oo*, or *ea* stand for in an unfamiliar word is to try first one sound and then another and see which one makes a word that fits in the sentence. Exercise 1 will provide valuable practice, too.

PAGE 94: As pupils discuss which word they think belongs in each sentence, have them use the other word in an oral sentence to bring out its meaning. Have children compare the visual form of the paired words, and point out the ludicrous meanings that may result if the words are confused (dog’s tale, a girl’s bear arm). Exercises 3 and 4 provide a good follow-up for this page.

PAGES 95 and 96: The type of thinking developed on these pages is especially important to slow readers, who rarely use context to figure out the meanings of unfamiliar words. Introduce page 95 by commenting that although dictionaries help us with word meanings, alert readers, like good detectives, always search first for clues on the spot—clues in the sentence or paragraph in which the unfamiliar word occurs.

PAGE 97: During the discussion of this page, talk about the meanings we ordinarily associate with such words as *oil cans*, *freezers*, *paddle*. To

further emphasize that the general context or subject matter of a selection often cues the reader to the meaning of words, write *batter*, *pitcher*, *plate*, and *rhubarb* on the board. Ask what meanings each of these words would have in a baseball story—in a cookbook. In addition, take time to discuss the vernacular of other groups or occupations that pupils might know about—hot rodders, jazz enthusiasts, airplane pilots, and cowboys, for example.

PAGE 98: With most pupils it would be well to discuss the directions and the first item. During the discussion of the correct responses, call attention also to each sentence that is not checked. Have pupils explain why one of the words could not be used in that context. When necessary, have children refer to their dictionaries.

PAGE 99: This page will give you a means of evaluating how well boys and girls can anticipate and supply word meaning from context clues as they read—a technique constantly used by rapid, fluent readers.

Further help in Basic Reading Skills: To keep the use of context clues alive and growing, point out examples day by day whenever they occur on pages in *Basic Reading Skills* or in other materials pupils are reading. Encourage children to be on the alert for examples, too.

Sensory Imagery

PAGES 100-108

Reading becomes a meaningful, vivid experience only to the extent that the child forms and reacts to sensory images. Only as he “sees,” “hears,” “smells,” and “feels” does he vicariously participate in the events or scenes about which he is reading. The habit of creating vivid images while reading is also an invaluable aid to remembering, since the changing imagery links each idea or event to the next.

Evidences of weakness: The child who has difficulty forming sensory images while reading may

- never read voluntarily even the most exciting fiction but be slavishly devoted to television and movies, which do his imaging for him,
- form and respond fairly well to mental images of the kind of people, activities, and settings with which he is familiar but be unable to create images of people and places he has never seen or situations he has not experienced,
- find it difficult to remember what he reads,
- be able to interpret only photographic, realistic illustrations and not those that suggest rather than define, which are increasingly used in text- and tradebooks today.

Helpful procedures: The following techniques may be used in connection with pages 100-108:

1. Ask pupils to close their eyes and listen carefully as you perform an action that has a distinctive sound (knock on a door, beat a drum, ring a bell, tap a pencil on a table, etc.). Then have the group identify the sound and think of words that best describe it.
2. Bring to school such foods as an apple, orange, onion, vinegar. Blindfold someone and let him try to identify the foods by their smell. Give as many pupils as possible a chance to participate. Other items with a distinct odor (paint, paste, leather, pine needles) might also be used. Ask pupils to think of words that describe how various items smell or taste.
3. Collect a group of things (lemon, onion, pine cone, shell, leaf, stone, eraser, blotter, paper clip, etc.). Have someone put his hands behind his back and face away from the group. Then place one object in his hands and note whether he can identify it by touch. When several have had a turn, reverse the procedure by having a pupil hold an object in his hand so that the group cannot see it. Ask him to describe how it feels, and let the rest of the class try to guess what it is.
4. Display an action picture (magazines and newspapers are good sources). Ask the group to study the picture and imagine they are taking part in the events. Then remove the picture and have pupils describe what it made them see, hear, feel, etc.
5. Write on the board, one at a time, such phrases as the following: *a house, a large house, a large dilapidated house, a large dilapidated house in the middle of a gloomy forest*. Have pupils describe in some detail their mental images of each successive phrase. How does the addition of descriptive words force the reader to keep changing his original image?
6. Take time occasionally to call the group's attention to words that stimulate strong sensory images—*panted, screeching, hurtled, waddled, shadowy, stealthily*, for example. Ask pupils to tell what images each word arouses and what emotional reaction (if any) the reader experiences as a result of the sensory imagery.
7. Call attention to sentences like the following: “Late in the afternoon, rain hissed on the scorched earth.” “Tramp, tramp, tramp went hundreds of marching feet.” What does each sentence make pupils see and hear? What kind of scene or setting comes to their minds?
8. Comment that the action of a story often races along so quickly that some of it is telescoped into a single sentence or implied between two sen-

tences—for example, “At noon news reached the settlement that the Apaches were on the warpath. By nightfall every man, woman, and child had prepared for the onslaught.” Call attention to the wealth of implied action and imagery. Invite pupils to supply imaginary events and to tell what sights, sounds, etc., must have accompanied these events.

9. Read a passage that stresses one type of sensory imagery (the first paragraph of “Rip Van Winkle,” for example). Ask pupils to identify the dominant sensory impression and to recall words or phrases the author used to convey that impression.

As pupils use pages 100–108, the following suggestions may prove helpful:

PAGE 100: Since the responses on this page are fairly obvious, pupils who do poorly probably need much developmental guidance in forming sensory images. You might start by using the procedures suggested in Exercises 1, 2, and 3, which provide first-hand sensory experiences and help build the type of vocabulary pupils need if they are to form sensory images as they read.

PAGE 101: Here the responses involve inferences based on sensory images. Therefore it might be advisable to use Exercises 4 and 7 before pupils read and mark this page. After completion of the page, have several individuals read the passages that helped them answer each question.

PAGE 102: Following the use of this page, use the procedures recommended in Exercise 8.

PAGE 103: For pupils with limited vocabularies a preliminary discussion of the meaning of such words as *sputtering*, *chiming*, *shuffling* would be helpful. After the page has been marked, invite the group to think of other situations that would produce each sound.

PAGE 104: Marking and discussing this page will help pupils appreciate how an author can create a mood with words. Since responses may vary, allow time for individuals to share and discuss their reactions. The procedures suggested in Exercises 5 and 6 should be used frequently, especially with pupils who had difficulty with this page.

PAGES 105 and 106: These pages, like page 101, require readers to use sensory imagery to make inferences. Most important will be the follow-up discussion in which pupils point out the clues that helped them arrive at each response. During the discussion of page 105 it would be fun to let someone who likes to draw sketch on the board his interpretation of the various settings.

PAGES 107 and 108: On these pages pupils must identify the predominant sensory impression in

each passage. The procedures suggested in Exercise 9 might be used frequently with pupils who have difficulty with these pages.

Further help in Basic Reading Skills: As pupils discuss subsequent pages (118, 119, 139, 140, 152, 155, for example) and the books they are reading on their own, take time to talk about the imagery involved.

Dictionary

PAGES 109-116

As pupils' interests mature and their reading horizons expand, a dictionary becomes an indispensable tool for (1) deriving the meanings and pronunciations of unfamiliar words and (2) checking the accuracy of meanings and pronunciations of words tentatively identified by the use of context clues and word analysis. The junior high school student who has not yet learned how to use a dictionary is indeed a handicapped reader. Until he does learn how, he is not likely to enlarge his vocabulary except as he picks up a word here and there, hit or miss; and he is almost forced to read “baby stuff,” comics, or nothing much at all.

Evidences of weakness: Pupils who never voluntarily consult a dictionary or who are mystified instead of enlightened when they do may be deficient in these three major skills that are prerequisite to successful use of the dictionary:

LOCATING ENTRIES, which involves (1) recognizing alphabetical sequence or general alphabetical position, (2) using guide words, (3) identifying root words in inflected and derived forms.

DERIVING MEANINGS, which involves (1) comprehending definitions, (2) generalizing word meaning from reading all the definitions, (3) using context clues to select the appropriate definition (and sometimes the appropriate pronunciation), (4) inferring word meaning from illustrative phrases and sentences, (5) using pictures and diagrams as aids to meaning, (6) adapting the appropriate meaning to a given context.

DERIVING PRONUNCIATIONS, which involves (1) associating a given consonant sound with its most common letter symbol, (2) recognizing variant vowel sounds and associating them with given symbols, (3) using a pronunciation key to identify consonant and vowel sounds, (4) blending consonant and vowel sounds into spoken units or syllables, (5) recognizing the function of visual syllabic divisions, (6) recognizing the function of the accent mark, (7) blending syllables into word wholes.

Helpful procedures: If the *Thorndike-Barnhart Advanced Junior Dictionary* is used in your classroom, you will find the explanatory material and

exercises in the section “How To Use This Dictionary,” pages x-xxxiii, very helpful. Written to the pupil, this section explains and provides practice in (a) locating words, (b) deriving meanings, (c) deriving pronunciations, (d) finding correct spellings. If you decide that some of the explanations and exercises will be too difficult for your handicapped readers, you can adapt the material or use the section “How To Use Your Dictionary,” pages 15–85, in the *Thorndike-Barnhart Beginning Dictionary*.

The following exercises will also supplement the practice provided on pages 109–116:

1. Call attention to the two words in heavy black type, one at the top of each column, on any page in the main section of the dictionary used by the group. Explain that these words represent the first and last entry words to be found on that page, that they are called guide words, since they enable anyone who can alphabetize to tell at a glance whether the word he is seeking is on that page. To provide practice in using guide words, have pupils cover all but the guide words on a page in their dictionaries. Then write some entry words, one at a time, and have pupils tell as quickly as they can whether each word is on that page. For example, in the *Thorndike-Barnhart Advanced Junior Dictionary* have pupils cover all but the guide words *cambric* and *can* on page 115. Then let them see how quickly they can tell which of the following would be found on that page: *camouflage*, *Canada*, *camphor*, *cameo*, *calm*, *canal*.

2. To give practice in locating root words as entries, write the following, underlining the italicized words:

He said *smugly* that his dog was the smartest.
The man's *accuser* appeared in court.
Tom attended two different *academies* in one year.
The woman's face was *unscarred*.

Ask whether any of the underlined words are main entry words in the dictionary. When the group discovers that they are not, ask what root word one would have to look up to discover the meaning of each of the words. Then suggest that pupils do so, and have them reword each sentence to bring out the meaning of the underlined word.

Emphasize the understanding that if pupils do not find an inflected or derived form listed as a main entry, they must then look for the root word. Explain, too, that the most important suffixes and prefixes are entered separately in the dictionary so that a person can look them up to find out what they mean and how they combine their meanings with root words. To illustrate, have the group look up the prefixes *semi-*, *trans-*, *inter-* and the suffixes *-able*, *-ist*, and *-ize*.

3. To help pupils use the pronunciation symbols in the dictionary used in your classroom, refer

them to the full pronunciation key in it. Then write *only the pronunciations* given in that dictionary for each group of three words listed below. Next, ask the question that accompanies each group and have children tell which is the pronunciation of a word that answers that question. Ask also what words the other two pronunciations stand for. (This procedure can be adapted for use with pronunciation keys in various textbook glossaries and encyclopedias.)

Which is a kind of grain?	Which is a game bird?
heat	pleasant
wheat	peasant
wet	pheasant
Which is part of your arm?	Which is an army officer?
wrist	genuine
wish	general
rice	jeweler

4. To provide practice in generalizing word meaning (getting a general idea of the meaning of a word from reading all its definitions), write the sentences given below, underlining the italicized words. After pupils have read the definitions of each underlined word in a dictionary, have them restate each sentence to clarify its meaning without using the word they have just looked up.

Dave was a *conscientious* worker.
Spontaneous cheers filled the stadium when Pete made a touchdown.
We were not fooled by Dick's *specious* arguments.

The following suggestions will help you guide the use of pages 109–116 in *Basic Reading Skills*:

PAGE 109: If there are those in your group who do not yet know the alphabet in sequence, now is the time to have them learn it. Unless they do, they will find locating entries in a dictionary, glossary, reference work, or index an impossibly laborious job. After this page, use Exercises 1 and 2, which emphasize other skills needed to locate entry words. Should some pupils have undue difficulty with Exercise 2, they need more developmental work in structural analysis, which you can provide by re-using and adapting the exercises suggested under “Helpful procedures,” page 9 in this *Guidebook*.

PAGES 110 and 111: Pupils who have trouble with these pages may still be weak in hearing vowel and consonant sounds, syllables, and accent and in associating sounds with spellings of words. If your observation leads you to believe that this is the case, more developmental work of the kind provided on pages 32–35, 37–40, 54–59, 61–63 of *Basic Reading Skills* is indicated. If, however, you discover that pupils' main difficulty is translating dictionary pronunciations into spoken words, give more practice like that provided on pages 36, 41,

42, 60. The procedures recommended in Exercise 3 should also be used frequently with all pupils.

It is most important that you help pupils acquire and use the following understandings, which are basic to the interpretation of pronunciation symbols: (1) printed pronunciations are recordings of sound—they frequently bear little or no visual resemblance to the spelling of the word they stand for—for example, *weight* (wāt), *machine* (mə shēn'), *cautious* (kô' shəs); (2) each symbol stands for a sound—no silent letters are ever shown—*gnaw* (nô), *wraith* (rāth), *psychology* (sī kol' ə jī); (3) the clue to the one sound that a pronunciation symbol stands for is the key word or words given for that sound in whatever dictionary or glossary is being used—one dictionary uses the symbol a for the vowel sound heard in the key words *hat* and *cap*; another uses the symbol ä and the key words *add* and *am* for the same sound. Pupils should never be asked to memorize any key. Once they grasp the three understandings just discussed, they should be able to use any pronunciation key.

PAGE 112: If any pupils have difficulty with this page, which stresses the use of context clues to choose an appropriate definition, they should be given special help before they are asked to work the remaining pages in this section. Procedures like those on pages 91 and 92 of *Basic Reading Skills* and in Exercises 2 and 4, page 20 of this *Guidebook* should prove helpful.

PAGES 113–115: You will note that the language facility required to “tune” the appropriate definition of a word back into context becomes increasingly complex with each of these pages. However, the premise on which each of these pages is based is that a person’s real motive for turning to a dictionary for the meaning of an unfamiliar word is to understand the total sentence in which he encountered that word.

To help all pupils acquire (1) the habit of turning to the dictionary for meaning and (2) the skill that enables them to do so with ease, you may need to make up more exercises like those on these pages and like Exercise 4, which provides valuable practice in the most mature level of adapting a definition to context.

PAGE 116: Responses to this page will enable you to evaluate how well pupils can get a general idea of the meaning of a word from reading all of its definitions (see Exercise 4).

Relationships

(*time, place, analogous*) PAGES 117–129

This is the second of two blocks of pages that give practice in the important skill of recognizing various kinds of relationships. (Pages 72–83 in *Basic Reading Skills* and pages 17–18 in this

Guidebook emphasized cause-effect and sequential relationships.)

Evidences of weakness: A child who has difficulty recognizing time and place relationships and understanding analogies may

- fail to relate what he has learned in social studies about past times and foreign lands to his reading of biography, historical fiction, and stories about faraway places,
- see no connection between fictional characters and situations and himself and his own problems,
- be unable to summarize and remember what he has read and to relate what he has read in one source to ideas encountered in another,
- find it difficult to interpret charts and diagrams (especially those used in history texts) that clarify time and place relationships.

Helpful procedures: Exercises 1–3 deal primarily with time relationships, Exercises 4–6 with place relationships, and Exercise 7 emphasizes ability to perceive analogies.

1. Have pupils review the events in a story they have read, using such words as *first*, *then*, *next*, *in the meantime*, *while*, *after that*, *finally* in brief sentences. Then have them skim the story to note words or phrases that cue the reader to the time when certain events occurred and to how long a period of time the events covered.

2. Display a few pictures depicting modern homes, transportation, and so on, and a few depicting life in past times. On the basis of picture details have pupils discuss how life today is like life in past times, how it is different, and why.

3. Ask individuals who have read books or stories set in past times to mention details (aside from dates) and situations that cue the reader to the fact that the story setting is not the present day. (A few examples of books listed in the annotated bibliography in *Basic Reading Skills* that will serve as a basis for such a discussion are *Pilot Jack Knight*, *Bronco Charlie*, *Treasure Island*.)

4. Have pupils study a picture carefully to note the location of objects or characters. Then ask them to describe the picture from memory. Through questioning, if necessary, encourage them to express relationships of place with such expressions as *in front of*, *behind*, *beside*, *above*, etc.

5. After pupils have read a selection, ask such questions as the following to help the class think about and express place and space relationships: How far did ____ have to go to get to ____? Where was ____’s house in relation to ____’s? Did ____ live nearer to ____ or to ____?

6. Use procedures similar to those in Exercise 3, this time asking for details (other than names of places) that cue the reader to the fact that the events do not take place in the United States. (*The Story of Robinson Crusoe* and *The Story of Treasure Island* in the annotated bibliography, for example, will serve as a basis for this discussion.)

7. On the basis of books pupils have read, have them compare story plots, story characters, lessons that story characters learned, etc. Have pupils also compare fictional situations and fictional characters with those from their own experience.

The following explanations and suggestions will help you guide the use of pages 117–129:

PAGES 117–121: Following the discussion of pupils' responses on each of these pages, which stress time relationships, use these suggestions for further practice:

page 117—encourage pupils to think of other things we have today that the people in Washington's time did not have. Then use Exercise 2, which gives practice in perceiving the type of relationships involved on page 118.

page 118—ask pupils what their own city (or community) must have been like fifty or one hundred years ago. Which things today are completely different? Which are the same or somewhat the same? This is also an opportune time to use Exercise 3.

page 119—use the story as a basis for the procedure suggested in Exercise 1. Then ask the group to close their books and listen as you read this story aloud, a paragraph at a time. After each paragraph ask various individuals to tell what they visualized as you read. Encourage pupils to add to the sensory impressions suggested by the actual words of the paragraph by telling what other sights, sounds, etc., they pictured in their minds.

page 121—direct attention to picture 1 and ask pupils to tell everything they remember about the house as it appeared at that time—for example, who owned the house, how large it was, what the farm was called, why the farm was renamed. If a child has difficulty, have him find and read aloud sentences or paragraphs from the text that describe the house in picture 1. Continue with each of the other three pictures.

PAGES 122–125: As pupils use these pages emphasizing place relationships, these procedures may prove helpful:

page 122—if some in your group are unfamiliar with an airport, invite someone who has been to one to identify each picture before the page is marked. The procedures in Exercise 6 may be used following the completion of this page and frequently throughout the semester.

page 123—in introducing the page, be sure to point out the direction indicator lest some pupils miss it. Use the procedures suggested in Exercises 4 and 5 with children who had difficulty with this page.

Many pupils may enjoy making a simple map like that on page 123 of their own community. Suggest, too, that they devise questions similar to those on the page for the class to answer.

pages 124–125—after the discussion of these pages, comment that magazines often rely on photographs and pictorial diagrams to supplement informational articles. Suggest that pupils bring to class such magazines (*Life* or *Look*, for example). Have various individuals choose articles that interest them and point out to their classmates how photographs and/or drawings are used to clarify ideas.

PAGES 126 and 127: On page 126 the analogies that pupils must recognize are stated or easily inferred from the text. On page 127 pupils must identify the basis of the analogy independently.

On page 127 it may be advisable to work through the first group of four with the class. Point out that recognizing the relationship between the first two items in an analogy is important, for then the second part is easy to complete. (For example, a garage is a place where a vehicle called a car is kept. A hangar is a place where what kind of vehicle is kept?) The procedures in Exercise 7 should be used now and throughout the semester in connection with books that pupils are reading.

PAGES 128–129: Since the responses involved require recognition of various kinds of relationships, you will have a basis for evaluating individual progress. In discussing the responses, ask pupils to verify their answers by referring to passages in the selection.

Further help in Basic Reading Skills: As pupils use pages 137–143, "Story Problem and Plot Structure," and pages 152–161, "Summarizing and Organizing," take every opportunity to call attention to various kinds of relationships.

Word Analysis (structure)

PAGES 130–136

This is the second block of pages designed to help children use structural analysis effectively in attacking new words. (See also pages 13–18 in *Basic Reading Skills* and pages 8–10 in this *Guidebook*.) Pages 130–136 extend and strengthen the fundamental understandings developed through the use of pages 13–18 and promote these understandings: (1) meaning, not visual form, determines whether a syllable is a prefix (for example, *un* is a prefix in *unable* but not in *unit*), (2) the meaning of many derived forms of known root

words to which unfamiliar prefixes or suffixes have been added can be figured out from context, (3) a compound word is a combination of two or more words, each of which retains its identity as a meaning unit (*rain* is a word, a meaning unit, in the compound *rainstorm*; *rain* is not a word in *restrain*).

Evidences of weakness: See page 9 in this *Guidebook*.

Helpful procedures: The following exercises and those on pages 9–10 of this *Guidebook* should be used in connection with pages 130–136:

1. To strengthen the understanding that a compound is made up of root words that retain their meaning, write the incomplete sentence, A boat with sails is called a _____. Ask pupils to read the sentence silently and to tell what one word completes the sentence. Write the compound *sailboat* in the blank. Use similar procedures with such words as *houseboat*, *sunbeam*, *moonlight*, *football*.

2. To give practice in inferring the meaning of new derived forms of known root words, write the following pairs of sentences and have them read. Ask pupils which word in the second sentence of each pair is formed from a root word in the first sentence. Discuss the meaning of each root word and of its derived form.

I prefer ice cream.
Her preference is candy.

The soldier was indeed a hero.
His heroic acts were rewarded.

Other words that might be used similarly are *custom*, *customary*; *face*, *facial*; *certain*, *certainly*; *pursue*, *pursuit*; *advise*, *advisory*; *act*, *active*.

3. Write the sentences given below, underlining the italicized words. After pupils read each sentence, call attention to each underlined word and ask whether it is a root word; a root plus a prefix, suffix, or ending; or a compound. What is the root in each derived form? What roots combine their meanings to form each compound? Then ask what each derivative and compound means.

The *captain* *recapped* the bottle and put it in the *storeroom*.

The *wicked conqueror* planned to *enslave* or *imprison* the *villagers*.

"I can *manage*," said the old *man*. "You fellows better start that *manhunt* if you expect to *capture* the *bandit* before *sunset*."

These suggestions may prove helpful as you guide the use of pages 130–136:

PAGE 130: Recall with pupils that prefixes are meaningful parts of words, using page 15 of *Basic Reading Skills* to review this understanding. Then

discuss the directions for page 130, and if necessary, work through the words in the first column with pupils. Ask why the letters *un* in *union* and *under* are not prefixes (they are not meaning units; neither is added to a root word; *union* and *under* are root words).

If the discussion following the use of this page reveals that some pupils still have little understanding of prefixes as meaningful parts of words, use procedures similar to those in Exercise 2 on page 9 of this *Guidebook* before these children are asked to continue with this section.

PAGE 131: Before introducing this page, have pupils quickly review page 17 of *Basic Reading Skills*. Then suggest that they consult their dictionaries for the meaning of the prefix *fore-* and of the suffixes *-ward* and *-ship*. Write the words *forehead*, *forenoon*, *homeward*, *membership*, and discuss the meaning of each of these derived forms.

PAGE 132: Following the marking of this page, it is important that pupils tell why they chose the words they did and what each means.

PAGE 133: Following the discussion of the page, use Exercise 2 with all pupils.

PAGES 134 and 135: These two pages, which emphasize the understanding that a root word retains its meaning in inflected and derived forms made from it, can also be used to point up again the change in spelling that occurs in some roots when endings and suffixes are added (doubled final consonant, dropped final *e*, final *y* to *i*).

When page 134 has been completed, have pupils use each defined word in an oral sentence to bring out its meaning. Use the same procedure with the words in a few groups on page 135.

PAGE 136: Before introducing this page, use Exercise 1, which promotes understanding of what a compound is. The responses to this page and to Exercise 3 will help you evaluate pupils' achievement in structural analysis.

Story Problem and Plot Structure

PAGES 137-143

Recognizing the problem of a story and its plot structure is important if a person is to read fiction with understanding and appreciation. The ability to do this enables the reader to anticipate outcomes, to see relationships between parts of a story, and to organize his thinking as he reads.

Evidences of weakness: Pupils who have difficulty recognizing story problem and understanding plot development may

—skip or merely skim introductory or explanatory material that provides background for understanding the action of a story,

- fail to notice clues to time and place settings, to the story problem, and to the solution of the problem,
- be unable to identify the characters' problem, even though they can tell what happened in a story,
- fail to distinguish between fanciful and realistic literature.

Helpful procedures: These exercises may be used for additional practice as children work through pages 137–143:

1. Read aloud the introductory part of a story—the part that often precedes the beginning of the main action. Then discuss with pupils what was learned from this part—who the main character or characters will probably be, when and where the story will take place, and clues to the story problem.

2. Have children skim the beginning or introduction of a story they have read. Then encourage them to point out just where the main action of the story begins and to tell briefly the story events from that point on. Next, have children go back to the introductory part and tell what they learned from it that helped them understand the rest of the story.

These suggestions will prove helpful as pupils use pages 137–143:

PAGES 137–139: If it would be profitable, read page 137 and discuss it in a group situation before pupils are asked to write their responses. In the discussion have children tell what they learned from each introduction—who the main character or characters are, when and where the story takes place, and the clues to the story problem. After pages 137 and 138 have been marked, ask pupils to tell how they think each problem will be solved.

In addition, use the procedures suggested in Exercises 1 and 2 with page 44 of *Basic Reading Skills*. These same techniques may be adapted for use with books that children are reading from the “Books You May Like” section.

PAGE 140: Following the discussion of this page, invite pupils to complete one of these stories in some detail, either writing out the ending or telling it orally. Or if some child prefers, let him complete any of the unfinished stories on pages 137, 138, or 139.

PAGE 141: As pupils discuss their responses, have them point out the clues in the text that they used in inferring the missing action.

PAGES 142–143: After pupils have talked about and justified their responses, initiate a discussion based on these questions: Could you tell from the

title just what the story was going to be about? What other title can you think of for this story? Did the picture tell us all we needed to know about Bob or Ed's problem or what would happen in the story? How did this picture help you, though? Did just reading the first two paragraphs plunge you into the main action of the story or tell you what the problem was? What is the purpose of these paragraphs? How did they help you understand the rest of the story?

In the discussion help children arrive at these generalizations: (1) Often a story title tells us in a general way what the story is about; sometimes it may be purposely strange and mystifying. But we cannot usually do more than guess what a story is going to be about just from its title. (2) Pictures help us form visual images of story characters, settings, and bits of the action. Except in picture books for very young children or in comic books, one cannot usually tell what the main action or problem in a story is just from looking at the pictures. (3) The introduction often tells us things we need to know to understand the rest of the story. (4) If a person rejects a story or a book just on the basis of looking at the pictures, reading the title, the introduction, or the first few pages, he may be depriving himself of an enjoyable reading experience.

Word Analysis (phonetic)

PAGES 144–151

This is the last of three blocks of pages designed to help children use phonetic analysis in attacking unfamiliar words. (See also pages 32–42 and 54–63 in *Basic Reading Skills* and pages 11–13 and 14–16 in this *Guidebook*.) As pupils use pages 144–151, they apply what they have learned about vowel sounds, syllables, and accent. In addition, they acquire more mature understandings of the way accent functions in our language by developing (1) ability to use visual clues to accent and vowel sound in two-syllable root words and in their inflected and derived forms [pages 144–149], (2) awareness of a common pattern of accent in words of three or more syllables [page 150], (3) understanding of the way accent determines the meaning and use of some words [page 151].

Evidences of weakness: Pupils should use this block of pages if they

- almost always get the accent wrong in unfamiliar words they figure out independently,
- get the accent wrong even though they have consulted the dictionary for the pronunciation of a multisyllabic word,
- seem insensitive to the rhythm of words in our language.

Helpful procedures: The following exercises provide application of the understandings about accent developed on pages 144–151 of *Basic Reading Skills*:

1. Write the following sentences, underlining the italicized words. As the sentences are read aloud, ask pupils to point out the clue to accent and vowel sound in each underlined word:

Little Ann came *drágging* the big *pillow* behind her.
Each student was *allotted* five tickets.
Dave *deferred* to his brother's wishes.
The dog's fur was *matted*.
Currant jelly tastes good.
Millet is a grain that is used for food.
The man was accused of *committing* a crime.

2. Write the following, underlining the italicized words, and have the sentences read. For each underlined word, ask (1) what syllable is accented, (2) what vowel sound is heard in that syllable, (3) what clue to accent and vowel sound there is in the spelling of the word. If any italicized word is unfamiliar, have pupils check its pronunciation and meaning in the dictionary at the conclusion of the exercise.

We often have to *atone* for our mistakes.
She was a *devoted* mother and a *doting* aunt.
The woods were full of *crocus*s.
Though *burdened* with many cares, Mr. Bell *declined* to discuss them.
John *rebuked* his brother for *quarreling*.

3. With each italicized word in the sentences below, ask which syllable pupils would try accenting first, what vowel sound they would try first, and why.

The *thicket* was full of *brambles*.
Olive trees cannot *survive* in a cold climate.
The boys *debated* about *labeling* the boxes.
The number of entries *submitted* in the contest was *imposing*.
The *muted* cries soon *subsided*.
Hoping it was her mother, Nan *hopped* up to answer the door.
Jane's *grammar* was above *reproach*.

4. Write the following pairs of sentences, underlining the italicized words. After each pair is read, ask which syllable is accented in each underlined word and why.

Lee received a wage *increase*.
Jo's wages were *increased*, too.
Tom held a small *object* in his hand.
Mr. Smith may *object* if we leave early.
John won the *contest*.
Tom may *contest* the judges' decision.

In guiding the use of all pages in this block, make sure that pupils understand each generaliza-

tion about accent before they try to mark a page independently. Then as children discuss their responses to each page, take time to clear up any difficulties before asking the group to continue with the next page.

To introduce this block, talk over the clues to vowel sound and syllabication that pupils have learned to use, referring, if necessary, to pages 39 and 61 and to pages 55 and 57 of *Basic Reading Skills*. Then comment that there are clues in the spelling of many words that help a reader decide which syllable to accent, and have the group turn to page 144.

PAGES 144–145: Have the example words on page 144 pronounced, and ask pupils to listen to vowel sound and accent. Then discuss each generalization before the lower half of the page is marked. Continue similarly with page 145. Following the discussion of responses to these pages, emphasize that the important clue to accent and vowel sound here is two like consonant letters following a single vowel letter. When pupils see this clue, which syllable will they try accenting first? Will the vowel sound in the accented syllable likely be long or short? To provide further application of this understanding, use Exercise 1 with all pupils.

PAGES 146–147: Use procedures similar to those recommended for pages 144–145, making sure that pupils understand the generalizations before they mark the lower half of either page. To emphasize generalizations 2 and 3, page 147, write the words *competing*, *budgeting*, *forgetting* and have them pronounced. Recall that a single consonant letter preceded by a single vowel before an ending or suffix may be a clue to (1) an accented final syllable containing a long vowel sound in the root word as in *competing* or (2) an unaccented final syllable containing the schwa sound as in *budgeting*. It is never a clue to a short vowel sound in an accented final syllable of the root. To preserve the short vowel sound in an accented final syllable of a root word, we double the final consonant before adding an ending as in the word *forgetting*. Next, use Exercise 2 with the group for further practice in applying the clues on pages 146–147.

PAGE 148: Again, take time to have all example words pronounced and to discuss the three generalizations before pupils mark the lower half of the page independently.

PAGE 149: The responses to this page and to Exercise 3 will help you evaluate how well children can use visual clues to accent and vowel sound.

PAGE 150: Ask pupils to pronounce the first list of words and to mark the accented syllable in each. Then pause to discuss the fact that either the first or second syllable is accented in each word, and comment that this is true in our language of all

words of three or more syllables, probably because they are easier to pronounce that way. Then have the group mark the other lists of words and the lower half of the page independently.

PAGE 151: To dramatize the understanding on this page, write the word *record* and ask how pupils would pronounce it. Some will undoubtedly say (rek'ərd), others, (ri kōrd'). Lead pupils to note that a person cannot tell how to accent such a word unless he sees it in a sentence and knows what it means—in other words, the way we accent such words determines meaning. Then work through the upper part of the page with children before asking them to mark the lower half independently. After responses to the completed page have been discussed, use Exercise 4.

Summarizing and Organizing

PAGES 152-161

The ability to summarize and organize ideas is basic to remembering them. Once the reader has noted significant relationships between ideas, he can organize them logically and form associations that make it easy for him to recall the ideas when he needs them. Ideas so organized and summarized are more likely to be remembered than a disassociated list of “things.”

Evidences of weakness: A pupil who cannot organize and summarize ideas probably

- cannot identify the main idea or theme in something he has read,
- has difficulty remembering what he reads,
- cannot recount a personal experience or recall ideas or events in reading material without bringing in irrelevant details,
- fails to note how one idea or event is related to another,
- cannot outline or take useful notes on what he reads or hears,
- cannot arrive at a generalization or form a conclusion on the basis of particulars in something he has heard, read, or experienced.

Helpful procedures: These procedures provide additional practice in the kind of thinking that is fundamental to summarizing and organizing ideas:

1. Display briefly a number of objects (or pictures of objects); then remove them and ask pupils to name them all. Few will be able to do so. Next, arrange the objects in logical groups—for example, *things to eat, writing materials, jewelry*. Display them again, and have pupils name the classes in which they are now grouped. Again remove the objects and ask pupils to recall what they saw.

2. Recall with the class a familiar story, and review the main action in each part. As this is done, help pupils formulate a summary sentence for each part, writing the sentences on the board as they are decided upon. After the class has reread all the sentences, erase them, and encourage pupils to tell the story from memory.

3. Write on the board in scrambled order the main ideas or events from a selection that the class has read. Ask pupils to arrange them in correct order. (The selections on pages 75, 88-89, and 142-143 may be used for this exercise.)

4. Have pupils organize information they have gained from their independent reading about inventions, famous people, animals, etc., in chart form. Either individual charts or a group chart may be used, and throughout the semester information should be added as more books on a subject are read. Frequent reference to charts of their own making will do much to help pupils organize ideas and remember what they have read.

5. Tell or read aloud a brief fable or legend. Then ask pupils what the lesson or “hidden meaning” is.

The following suggestions will help you guide the use of pages 152-161 in *Basic Reading Skills*:

PAGE 152: After the page has been marked and discussed, help pupils organize the information by asking these questions: Which animals utter warning sounds? Which make a sound in some other way? Which animals give warning signals without making any sound? To further strengthen ability to classify, use Exercise 1.

PAGE 153: Following the discussion of this page, have pupils draw on their experiences with animals or their reading to suggest other animals to which each statement at the bottom of page 153 applies.

PAGES 154-157: These pages, which introduce simple outlining, promote awareness of the difference between main and subordinate ideas and require pupils to note various kinds of relationships between them. This ability is prerequisite to efficient note-taking and to outlining, both of which help a reader or a listener organize and summarize ideas for the purpose of remembering. Since the pages are arranged in order of difficulty, it is important that pupils discuss their responses on each page, that they understand and correct any errors before going on to the next page. For example, if any pupils have difficulty with page 154, use the procedures suggested in Exercise 2.

Before introducing page 155, use Exercise 3 with the entire group. You will note that page 155 provides readiness for pages 156 and 157, on which pupils must independently identify and formulate ideas for subtopics.

After page 157 has been marked, emphasize the relationships by asking, "What would be a good title for this outline? What two specific kinds of services are dealt with in this outline? what specific kinds of wartime services? of peacetime services? Did you list something that was not a service?" If any pupils have made errors, make sure they understand and correct them.

PAGE 158: After this page has been discussed, ask what the class has learned about animals from reading pages 152, 153, and 158. Note whether pupils can generalize that these pages deal with nature's ways of ensuring the survival of animals. This is a good time to suggest making a chart on animals (see Exercise 4). Encourage pupils who are interested in the subject to decide for themselves what kinds of information they wish to include and how they can best organize it.

PAGE 159: After the appropriate generalization has been decided upon, ask pupils to think of other inventions that prove the truth of the generalization. Then broaden the generalization to *People are slow to accept new ideas*, and ask the class to name specific instances that support the generalization.

PAGES 160-161: Exercise 5 will provide readiness for these pages, which require rather involved and mature thinking ability.

Reference Materials

PAGES 162-169

Junior high school pupils constantly have need of consulting all types of reference materials—encyclopedias, one-volume reference books, almanacs, atlases, and the like. Unless boys and girls know where and how to find the kind of information they seek, they are not likely to form the habit of using the many fine reference works available in school and public libraries.

The effective use of reference materials is dependent not upon a specialized body of "research skills" but upon the application of particular interpretative skills that are common to most reading. For example, deciding which reference work to consult for a specific type of information requires ability to identify author's purpose. Choosing a key word or topic to look up is dependent on identifying main ideas and perceiving relationships. Using an index requires ability to alphabetize and to comprehend word and phrase meaning and abbreviations in a special context.

Evidences of weakness: The pupil who rarely consults reference materials or who is confused and discouraged when he tries to may

—select most inappropriate reference books for the kind of information he is looking for (for example, trying to use Roy Chapman Andrews'

one-volume reference book *Nature's Ways* to find out how an internal combustion engine works),

—look haphazardly through several volumes of the encyclopedia for information about a given subject (for example, instead of looking first under the entry "Maple" to find out how maple syrup and maple sugar are obtained from maple trees, he looks up "Trees," "Sugar," or even "Sap"),

—never think of consulting the index in a reference work or any other book to find out whether the subject he is interested in is treated and, if so, on which pages or in which volumes.

Helpful procedures: The following exercises supplement the practice provided on pages 162-169 of *Basic Reading Skills*:

1. Ask under what entry word in an encyclopedia pupils would look first to find information about Lindbergh's epoch-making flight across the Atlantic, the first exploration of the Mississippi River by a white man, modern methods of printing books, the way a television show is produced, the first automobiles, pioneer settlements in Iowa, the history of the U.S. Marine Corps.

2. Ask pupils to tell what kind of books or magazines they would consult for information about the following and why: the life span, habitats, and characteristics of tigers; how skyscrapers are constructed; reducing diets; early railroads in this country; life today in the Philippines; how an airplane stays in the air. For each subject, ask what key word pupils would look for first in an indexed reference book or textbook.

3. Illustrate the purpose and use of a table of contents by asking pupils to turn to one in a science or social studies book. Discuss the organization of that table of contents. What information about the material in the book do pupils get from the main heads, from the subheads?

4. To promote ability to use an index, select a single-volume reference work and ask how it is possible to find out quickly whether that book contains information about a given subject—loons, for example. When the index is mentioned, turn to it and lead the class to note that all entries are alphabetized, that each is followed by a number or numbers that indicate on which pages information about that entry can be found. Explain, too, that many indexes have a way of indicating pages on which there are illustrations. Since methods of indicating illustrations vary—some indexes employ the abbreviation *ill.* or the words *color plate* before a page number, others an asterisk after a page number—emphasize the importance of reading the explanatory paragraph or sentence at the

top of the first page of any index one is using. Emphasize also that an index is a much more detailed guide to particular subjects or topics treated in a book than is the table of contents, which is intended to give the reader merely a general idea of the contents of a book.

The following suggestions will help you guide the use of pages 162–169:

PAGE 162: The school librarian will probably be glad to cooperate with you by providing book jackets to mount on the bulletin board. These can be used to familiarize pupils with current books and to arouse their interest in reading some of them. When possible, correlate this display with the categories of interest in the section “Books You May Like” in *Basic Reading Skills*.

Following the discussion of responses to this page, talk over the kind of information contained on book jackets. Then explain the function of the card catalogue to be found in a library—how it tells whether a particular book is owned by the library and how the card catalogue can be used to find books on a particular subject. If possible, take the class to the library and demonstrate the use of the card catalogue.

PAGE 163: In introducing this page, comment that the ability to alphabetize and to use guide words is as important to finding entries in an encyclopedia as it is to locating words in a dictionary. Work through the first item with pupils, leading them to note that the desired information might be found under “Squirrel” or “Flying Squirrel.” Point out, too, that in some encyclopedias the entry “Flying Squirrel” might refer the reader to the topic “Squirrel” for detailed information about flying squirrels.

Pupils who have difficulty with this page should be given more practice of the kind suggested in Exercise 1. If at all possible, have them use a set of encyclopedias to verify their conclusions.

PAGE 164: Before introducing this page, initiate a discussion of various magazines and the kinds of material to be found in each. If possible, arrange a display of magazines, including those pictured on this page, for pupils to examine. Then use Exercise 2 with the class.

After the page has been used, ask how a person could find out which magazines have published articles about the Hawaiian Islands and in which issues. If no one knows about the *Readers' Guide to Periodical Literature*, tell the class about this most useful reference guide. As time permits, take pupils to the library and help them use the *Readers' Guide to Periodical Literature* to find magazine articles on subjects that interest them.

PAGE 165: As a lead into this page, discuss the reasons for the many types of radio and television

programs presented every day. Lead pupils to conclude that TV and radio stations make an effort to appeal to all kinds of people and to every age group. Which programs do individuals in the class listen to or watch primarily for entertainment? Which programs have they found helpful and informative? Then ask why consulting the TV and radio guides in a local newspaper is a good idea. As pupils discuss their responses to this page, ask why they chose particular programs for each person mentioned.

PAGES 166 and 167: Use Exercises 3 and 4, which deal with the purpose and use of a table of contents and of an index, before pupils work through these pages. Supplement the practice provided on page 167 by bringing to class a copy or several copies of an issue of the local newspaper. Give someone in the group time to think of some questions based on the contents of the newspaper. As he asks each question, have the rest of the class use the index to see how quickly they can name the page or pages in the newspaper that answer the question. Should the local paper have no index, having pupils make one would be an excellent way of discovering whether they understand the function of an index.

PAGE 168: The fact that most dictionaries contain entries of famous people may be new to some pupils. If so, invite them to use their dictionaries to find entries for people other than those given on this page.

After the page has been completed and discussed, ask pupils to find the entry *Amundsen, Roald* in the encyclopedia, and have them compare the information found there with that found in a dictionary. Lead the group to generalize in their own words that biographical entries in a dictionary are adequate for finding out when a famous person lived and what he was noted for but not for getting details of his life.

PAGE 169: Before pupils mark the page, have them identify the pictured source materials, and discuss what kind of information a person could find in each.

After the page has been marked and discussed, comment that people who are interested in or who write about historical times find old letters, newspapers, pictures, diaries, timetables, books, and maps, as well as modern reference materials, valuable sources of information. Do pupils know of any source materials in the schoolroom, in the school or public library, in their homes, or in museums that would help answer questions about pioneer life in their community?

In light of available source materials and pupils' special interests, help members of your group organize committees to investigate and report on topics of their own choosing.

Directory of Publishers

In the "Books You May Like" section of *Basic Reading Skills*, pages 175-192, the publisher of each book is given in abbreviated form. The complete names and addresses are listed here for your convenience in helping children locate these books.

ABELARD-SCHUMAN. Abelard-Schuman, Inc., New York, N.Y.
ABINGDON PRESS. Nashville, Tenn.
ALADDIN. Aladdin Books, New York, N.Y.
BARNES, A. S. A. S. Barnes & Co., New York, N.Y.
BECKLEY-CARDY. Beckley-Cardy Co., Chicago, Ill.
BOBBS-MERRILL. Bobbs-Merrill Co., Inc., Indianapolis, Ind.
CAXTON PRINTERS. Caxton Printers, Ltd., Caldwell, Ida.
CHILDRENS PRESS. Childrens Press, Inc., Chicago, Ill.
COWARD-McCANN. Coward-McCann, Inc., New York, N.Y.
CROWELL, THOMAS Y. Thomas Y. Crowell Co., New York, N.Y.
DOUBLEDAY. Doubleday & Co., Inc., Garden City, N.Y.
DUTTON, E. P. E. P. Dutton & Co., Inc., New York, N.Y.
GARRARD PRESS. Garrard Press, Publishers, Champaign, Ill.
GROSSET AND DUNLAP. Grosset & Dunlap, New York, N.Y.
HARCOURT, BRACE. Harcourt, Brace & Co., New York, N.Y.
HARPER. Harper & Brothers, New York, N.Y.
HOLT, HENRY. Henry Holt & Co., Inc., New York, N.Y.
HOUGHTON MIFFLIN. Houghton Mifflin Co., Boston, Mass.
KNOPF, ALFRED A. Alfred A. Knopf, Inc., New York, N.Y.

LIPPINCOTT, J. B. J. B. Lippincott Co., Philadelphia, Pa.
LITTLE, BROWN. Little, Brown & Co., Boston, Mass.
LOTHROP, LEE AND SHEPARD. Lothrop, Lee & Shepard Co., Inc., New York, N.Y.
MCGRAW-HILL. McGraw-Hill Book Co., Inc., New York, N.Y.
MCKAY, DAVID. David McKay Co., Inc., New York, N.Y.
MESSNER, JULIAN. Julian Messner, Inc., New York, N.Y.
MORROW, WILLIAM. William Morrow & Co., Inc., New York, N.Y.
PUTNAM, G. P. G. P. Putnam's Sons, New York, N.Y.
RAND McNALLY. Rand McNally & Co., Chicago, Ill.
RANDOM HOUSE. New York, N.Y.
SANBORN, BENJAMIN H. Benjamin H. Sanborn & Co., Chicago, Ill.
SCOTT, FORESMAN. Scott, Foresman and Co., Chicago, Ill.
SCOTT, WILLIAM R. William R. Scott, Inc., New York, N.Y.
SCRIBNER, CHARLES. Charles Scribner's Sons, New York, N.Y.
SIMON AND SCHUSTER. Simon and Schuster, Inc., New York, N.Y.
VANGUARD PRESS. New York, N.Y.
VIKING PRESS. The Viking Press, Inc., New York, N.Y.
WATTS, FRANKLIN. Franklin Watts, Inc., New York, N.Y.
WEBSTER. Webster Publishing Co., St. Louis, Mo.
WHEELER. Wheeler Publishing Co., Chicago, Ill.
WHITMAN, ALBERT. Albert Whitman & Co., Chicago, Ill.
WILCOX AND FOLLETT. Wilcox & Follett Co., Chicago, Ill.

Basic Reading Skills

FOR JUNIOR HIGH SCHOOL USE

This book is based on pages from the *Think-and-Do Books*
at elementary levels by WILLIAM S. GRAY, MARION MONROE, and A. STERL ARTLEY.

Special acknowledgment is made to:

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CONTENTS

You Can Improve	3
Basic Reading Skills	
Memory of Word Form	7
Word Analysis (structure)	13
Phrase and Sentence Meaning	19
Word Analysis (phonetic)	32
Main Idea	43
Word Analysis (phonetic)	54
Word Meaning	64
Relationships (cause-effect, sequence)	72
Emotional Reactions	84
Context Clues	91
Sensory Imagery	100
Dictionary	109
Relationships (time, place, analogous)	117
Word Analysis (structure)	130
Story Problem and Plot Structure	137
Word Analysis (phonetic)	144
Summarizing and Organizing	152
Reference Materials	162
Survey Tests	170
Books You May Like	175



You Can Improve

Now that you are in the upper grades, perhaps in a junior high school, you may find many things that are different from those carefree days back in the fifth and sixth grades. One of the greatest changes you will find is in the amount of homework that you are expected to do. And homework means *reading*—not just a page or two, but whole chapters! Now and then you will even be asked to write reports on entire books! Often you will find yourself carrying home not one book, but an armload of books, one for each subject you are taking.

The world of serious study is beginning to open up before your eyes. The amount of reading you will need to do this year is only a preview of what you will need to do in senior high school. From now on, the largest part of your education at school will come to you through the printed page. There are not enough hours in the day for teachers to *tell* you all you need to know. You have to dig information out of books for yourself.

Of course, you will want to do your best with your studies, for you realize that good work in high school leads into good jobs in adult life. If you are a good reader, you will take your studies in your stride and get off to a good start.

But many boys and girls, for one reason or another, find that they do not read as well as they should to keep up with all their assignments. Here is a comment made by one boy: “I thought I was a good enough reader when I was in the lower grades. But I find that I’m really as slow as molasses. To finish my homework, I have to begin to read early and I’m still at it late at night! If only I could read better, it would make all the difference in the world to me!” Don’t feel discouraged if you are in the same boat. You have plenty of company. Just look around you. There are many students—smart ones, too—who do not read as well as they would like to.

Now is the time to take stock of your ability to read. Ask yourself the questions that are printed below. You don’t need to discuss your answers with anyone—just be honest with yourself. Put a mental check mark by any of these questions that apply to you.

Do you dread being called on in class to read a passage aloud?

Do you stumble over words, finding many that you can’t pronounce?

When you read silently, do you often find that you are only saying the words to yourself without really getting the meaning of the text?

When you are assigned a passage to read during class, do you find that others finish before you are even half through?

Do you find many words whose meaning you do not understand? If so, do you skip these words?

If you use a dictionary, do you find it difficult to understand the definitions given?

Is it hard for you to figure out the pronunciation of words from dictionary symbols?

Do you put off reading your homework assignments as long as possible, doing everything else first?

Do you like to have the TV turned on while you are reading?

Does your mind wander a lot while you are reading?

Is it hard for you to remember what you have read?

Do you have trouble finding the main idea of a paragraph or making an outline of a chapter in a book?

Do you find books too boring to read?

If you answered “yes” to several of these questions, you are not getting as much out of reading as you should. Reading isn’t an enjoyable hobby for you, is it? In fact, if you answered “yes” to even one of these questions, you may need to improve your reading.

Now, here are some more questions. Answer these questions just as honestly as you did the other ones.

Have you ever been so wrapped up in a book that you sat up most of the night finishing the story?

When you are reading a book, does the story “come alive” in your mind so that you “see” the action clearly?

When you come to a sad part in a book that really “reaches” you, do you sometimes find yourself blinking back a tear? (Come now, don’t be ashamed—even football heroes have confessed to doing this!)

Do you ever wish that you could meet and talk with the author of a special book?

Do you ever use your library card during summer vacations?

Do you enjoy reading about the lives of famous people?

Do books about science fascinate you?

Do you understand the meaning of most of the words you meet in reading?

Do you find it easy to pronounce new words, and are you usually sure that you have pronounced them correctly?

Do you find yourself using new words you have come across in reading?

Do you find it easier to follow printed directions than to have someone tell you the directions orally?

Do you sometimes prefer the story of a book you have read to the movie or TV version of the story?

If you answered “yes” to some of these questions in the second set, you have found that reading can be fun, and you are probably doing a lot of it just for pleasure.

Now for the last and most important question: *Do you want to be a better reader than you are?*



If your answer to the last question is “yes,” then you are ready to apply yourself to *Basic Reading Skills for Junior High School Use*.



If you think you can learn to read better and really want to improve your reading, this is what *Basic Reading Skills* will be able to do for you:

FIRST: On pages 170-174 of this book, there are several tests that will help you learn your strong and weak points in reading. These tests will help you know whether you need to improve your reading vocabulary and your ability to attack new words, or whether your chief difficulty is in getting the meaning of what you read. These tests are for your information, and they will help you know in which reading skills you are weak.

SECOND: You will find that the book is divided into sections that stress different reading skills. Some of these sections may be quite easy for you, but you may need to study other sections much more carefully. Your teacher will help you correct your mistakes, suggest ways for you to overcome your difficulties, and help you get more practice of the kind you need.

Remember, everyone in your group is trying to improve, too. This is not the time to be shy. Ask all the questions you wish. You will not only help yourself, but also help your classmates clear up some confusions.

Although *Basic Reading Skills* offers many practice pages, there is one rule you should always remember as you read and mark each page. *Never let your mind wander from the meaning of the page.* The pages are not long, but they do require your complete attention. If you discover yourself dreaming, make an X at the spot on the page where your mind wandered. As you work through the book, try to reduce the number of X's you have on the pages. Remember, you can't improve your reading until you are able to think about what you read with your whole mind. Each page is like a puzzle, planned to hold your interest and to make your review of the basic reading skills as much fun as possible. But give each page all you've got. You can daydream some other time.

THIRD: At the back of *Basic Reading Skills* you will find a section that is called "Books You May Like." The books in this list were chosen because they are not too hard to read and because boys and girls about your age have liked them. You may find a book there that you will like, too.

There are brief comments about each book in the list. Try to find a book that is easy for you to read and that is interesting to you. If you find it is hard to get interested in any book, remember that you can't tell too much about a story until you've read the first chapter. So give the book a chance by reading that far before making up your mind. Your teacher may be able to help you select a book, if you will tell her about your likes and dislikes.

Each book you read and like will make the next book easier to read. Don't read

a book that is too hard, however. If you stumble over more than three or four words on a page, try something easier. You want to practice good reading; you do not want to practice making mistakes. So try out a book by reading a passage aloud to your teacher to see if the book "fits" your ability to read. You may find in this list of books just the right book to get you started. Here's hoping!

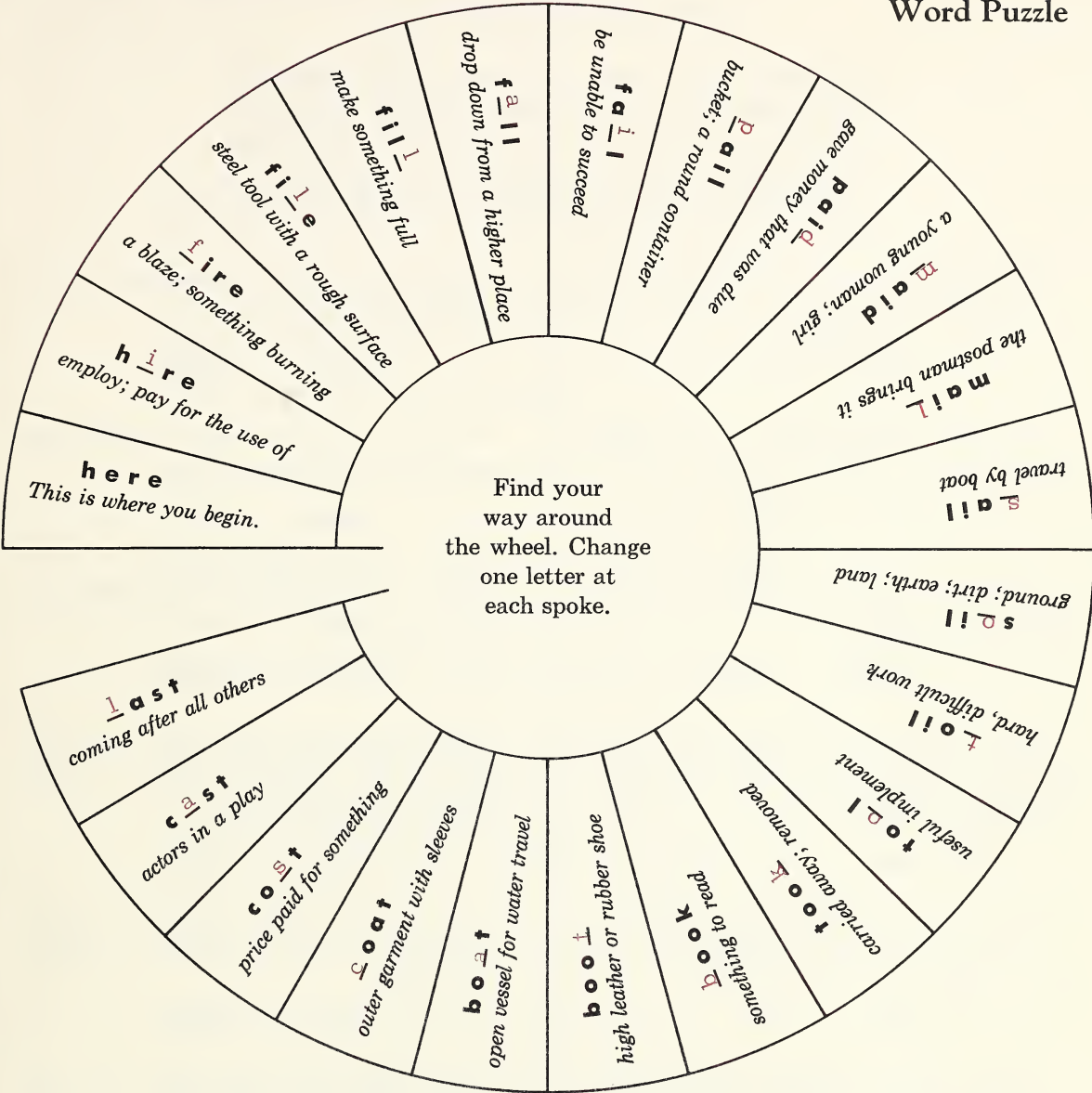
As you try to improve your reading, think about the things that have happened in the past—things that may have kept you from being the good reader you want to be. If you have any physical trouble such as poor vision, have it corrected, if you can. You may have had a bad start in school because of illness or moving from one school to another. If so, all you may need is just the chance to review some of the reading skills you missed in the early grades. You can do this as you read and work the pages in *Basic Reading Skills*.

Perhaps you have become discouraged and wonder whether you are as smart as some of your friends who are good readers. You will be comforted to know that many poor readers are just as intelligent as good readers. Since these poor readers have not been able to do much reading, they have missed out on a lot of the information that makes good readers more capable in school. When boys and girls improve in reading, they usually improve in their grades. They also gain self-confidence and ability to do many other things well.

Don't blame yourself or others for the fact that you are a poor reader. Whatever got you off to a poor start probably happened long ago. Understand yourself, for it helps to know why you are as you are. And hold fast to the knowledge that *you can improve*. That improvement is worth your best efforts.



Word Puzzle



Many people must be interested in words. There is a crossword puzzle in nearly every daily newspaper. Many magazines print them for their readers—in fact, you can get some magazines that contain nothing but word games.

The next time that you visit a store, glance at the counters where games are sold. You will be surprised at the number of word games you will find. And you may be even more surprised at how much fun you can have with them.

When you have traveled around this wheel, you will have completed one kind of word puzzle. On the following pages, you will have even more fun with words.

Do You See Words Clearly?

Some words are easy to mix up because they look very much alike. You will find a few of these words on this page. Read each incomplete sentence and then look carefully at the two words below it. Draw a line under the word that completes the sentence correctly.

The delivery boy left the boxes at the ____ door of the house.

rear rare

The silver airplane flew ____ the fluffy white clouds.

elbow below

Mother ____ the two girls to wash the dishes after dinner.

excepts expects

After Bill finished cutting the grass, he swept the long sidewalk and washed it with the garden ____.

hose shoe

Ruth is teaching her little brother not to ____ toys from other children.

brag grab

In the orchard George picked a big, ripe, juicy ____.

peach cheap

Mary felt a ____ stick her finger as she cut the pink rose.

north thorn

"At ____ we'll try to finish the house by the middle of October," the builder told the new owner.

steal least

Benny ____ his new catcher's mitt to school on Monday.

bought brought

We saw a movie about a young boy who lived in the king's ____.

palace place

Betty ____ she could see the boat far out on the lake.

though thought

The white clothes that Mrs. Hall had hung on the clothesline were ____ very quickly in the hot sun.

dying drying

Robert ____ on the window to signal his brother.

taped tapped

John made sure that every *i* on the whole page was ____.

dotted doted

Susan bought a ____ blouse to wear with her blue skirt.

stripped striped

In woodworking class the boys were ____ wood for book ends that were to be used in the library.

planing planning

Which Word Is It?

Underline the word that you think answers each question correctly. The first one is done for you.

Which do you plant in the garden—parrots or carrots?

Which do you use to sweep the floor—a broom or a brook?

Which do you throw away—garbage or garage?

Which would be served in a restaurant—plumes or plums?

Which gives light—teach or torch?

Which would a girl wind around her head—braids or brains?

Which is burned in a furnace—colt or coal?

Which might paint a picture—an otter or an artist?

Which is a baby bear—a cub or a cud?

Which follows winter—spruce or spring?

Which is the United States—a country or a county?

Which would you find on a baseball team—a pitcher or a picture?

Which has four corners—a squash or a square?

Which would you find in a motor—a pigeon or a piston?

Which has thirty days in it—a month or a mouth?

Which would sting you—a wasp or a wisp?

Which is a musical instrument—an orphan or an organ?

Which can be made of flour and water—past or paste?

Which would a housewife broil—steak or stick?

Which does a chorus do—sign or sing?

Which might you eat—a turkey or a trunk?

Which would you put in a lamp—a bulb or a bull?

Which is often round and red—a tornado or a tomato?

Which is a narrow valley with steep sides—a canyon or a cannon?

Which would you march in—a possession or a procession?

Skeleton Words

Read the first sentence. The vowel letters have been left out of two words. Write those words on the line below the sentence, filling in the missing vowel letters. Do the other sentences in the same way.

At c_mp Jack went swimming every m_rn_ng.

camp morning

During the first month of school the boys and g_rls choose a cl_ss pr_s_d_nt.

girls class president

Mrs. Williams w_ll need a baby s_tt_r fr t_n_ght.

will sitter for tonight

During his v_s_t on the farm Tom w_nt f_sh_ng w_th h_s uncle.

visit went fishing with his

Frank cl_mb_d to the t_p of the h_g_h d_v_ng board.

climbed top high diving

The dr_v_r st_pp_d at a f_ll_ng station and bought s_x g_ll_ns of g_s.

driver stopped filling six gallons gas

Caroline blew out the tw_lv_ p_nk c_ndls on th_ c_k_.

twelve pink candles the cake

Jim f_ll_d the b_g w_th fr_sh v_g_t_bls fr_m the g_rdn.

filled bag with fresh vegetables from garden

The bl_nd_ng fl_sh w_s f_ll_w_d by s_v_r_l cl_ps of th_nd_r.

blinding flash was followed several claps thunder

B_b_ R_th w_ll n_v_r b_ f_rg_tt_n b_ Y_nk_ b_s_b_ll f_ns.

Babe Ruth will never be forgotten by Yankee baseball fans

What Is the Right Word?

In each sentence below there is a misused word. Underline it and put the correct word in the blank at the right. The first one is done for you.

At four o'clock Betsy gave the baby his battle. bottle

Gordon sank the school song. sang

Sarah took the baked beams out of the oven. beans

The store had a For Scale sign on the door. Sale

Bright green grass was spouting all over the lawn. sprouting

The engineers dug a deep camel between the two rivers. canal

Jane made two cheery pies. cherry

The sweater that Ellen was washing began to shriek. shrink

Mrs. Chase put a turkey in the oven to roost. roast

The Declaration of Independence was written with a quilt pen. quill

There were snarls in Ricky's goldfish bowl. snails

Frank boasted Howard over the fence. boosted

Louis went to the henhouse to fill the biscuit with eggs. basket

Phil dressed up like a spool for Halloween. spook

The flanks of snow floated past the window. flakes

The diver of the racing car waited for the starting signal. driver

Flies, mosquitoes, and bees are inspects. insects

Joe's brother was a jet polite. pilot

The Hobby Cluck will meet tomorrow in Room 310. Club

Mr. Harms timed Bill's dash to the spit second. split

Mary won a prize in the quiz content at the party. contest

Jim climbed up the lantern to the attic. ladder

The little kitchen curled up in a chair. kitten

A railroad single warned that a train was coming. signal



a	—
b	— . . .
c	— — —
d	— . .
e	·
f	· — . .
g	— — —
h	· · · ·
i	· ·
j	· — — — —
k	— — —
l	· — . .
m	— — —
n	— ·
o	— — —
p	· — — ·
q	— — — —
r	— · ·
s	· · ·
t	—
u	· · —
v	· · — —
w	— — —
x	— · · —
y	— · — —
z	— — · ·

A code alphabet is made up of dots and dashes. You will see one at the right of this page.

On the first two lines below there is an S O S message from a cargo ship that is in trouble. The other message is the reply from a coast guard station. To figure out the words in the two messages, use the code alphabet and write the letters below the dots and dashes.

· · — — — · · · — — · · — — — · — — · · · — · · — · · · · · — ·

S O S P R O P E L L E R

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B R O K E N S O S

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S T A N D B Y

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B E P A I R M A N A N D

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E Q U I P M E N T W I L L

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B E D R O P P E D B Y

· · · · · · — · · · · · — · — — — — · — — · — · · — ·

H E L I C O P T E R

What Is the Root Word?

Read each sentence and look at the italicized word.
In the first blank at the right put the root word from
which the italicized word was formed. In the second
blank put the ending that was added to the root word.
The first three are done for you.

The football players looked huge in their <i>padded</i> suits.	<i>pad</i> _ _ _	<i>ed</i> _ _
Worn-out electric <i>wiring</i> had caused the fire in the old house.	<i>wire</i> _ _ _	<i>ing</i> _ _
John worked until he <i>solved</i> the difficult arithmetic problem.	<i>solve</i> _ _ _	<i>ed</i> _ _
It was much <i>hotter</i> in the afternoon than in the morning.	<i>hot</i> _ _ _	<i>er</i> _ _
Tim was <i>grinning</i> as he showed everyone the big fish.	<i>grin</i> _ _ _	<i>ing</i> _ _
The men <i>chopped</i> the log into small pieces.	<i>chop</i> _ _ _	<i>ed</i> _ _
Bob needed no <i>urging</i> to enter the race.	<i>urge</i> _ _ _	<i>ing</i> _ _
The <i>biggest</i> snake was nearly thirty feet long.	<i>big</i> _ _ _	<i>est</i> _ _
The campers watched the sun <i>rising</i> in the east.	<i>rise</i> _ _ _	<i>ing</i> _ _
Tom put thin paper over the map and <i>traced</i> it.	<i>trace</i> _ _ _	<i>ed</i> _ _
The glass fell over and water <i>dripped</i> on the floor.	<i>drip</i> _ _ _	<i>ed</i> _ _
As the candles burned lower, the light in the room became <i>dimmer</i> .	<i>dim</i> _ _ _	<i>er</i> _ _
The child <i>squeezed</i> the balloon until it burst.	<i>squeeze</i> _ _ _	<i>ed</i> _ _
A <i>snapping</i> turtle must be handled very carefully.	<i>snap</i> _ _ _	<i>ing</i> _ _
While <i>cutting</i> some wood, Hal broke his saw.	<i>cut</i> _ _ _	<i>ing</i> _ _
Mrs. Thomas was busily <i>slicing</i> the meat for dinner.	<i>slice</i> _ _ _	<i>ing</i> _ _
Jerry stood up and <i>faced</i> the class.	<i>face</i> _ _ _	<i>ed</i> _ _
Ann was <i>hoping</i> it would not rain on the day of the picnic.	<i>hope</i> _ _ _	<i>ing</i> _ _
The cat settled down in the <i>snuggest</i> place in the room.	<i>snug</i> _ _ _	<i>est</i> _ _

More Root Words

Read each sentence and look at the underlined word. It is a root word to which an ending has been added. Write the root word below the sentence. Watch out! The root word has been changed before the ending was added.

After talking with his father about the long trip, Jack felt much happier about it than he had before.

happy

The oranges were packed in wooden boxes and shipped by railroad or truck to large cities.

ship

Darkness forced the men to give up their search for a lion that had escaped from the zoo.

force

May carefully polished the knives and forks before she put them back into the silver chest.

knife

When Mrs. Webster realized that it was beginning to rain, she ran outside to close the windows in the car.

begin

During the rainstorm, water rushed down the steep mountainside and into the gullies.

gully

David kept mumbling to himself as he tried to repair the broken chain on his brother's bicycle.

mumble

Sam refused to leave his work until he was satisfied that he had completed everything there was to be done.

refuse

Ed had two very interesting hobbies—collecting old stamps and building model airplanes.

hobby

While raking the leaves in the yard, Mr. Johns found the watch that he had lost several days before.

leaf

Sometimes Mr. Page permitted Joe to drive the new station wagon to the neighboring farms.

permit

A light frost had damaged some of the little plants, but the sturdiest ones were left unharmed.

sturdy

Philip did not hear his mother open the door. He was too busy exploring the contents of the old trunk.

explore

The three shelves that Art had built in his basement workshop were ready for their first coat of paint.

shelf

Prefixes Are Important!

There are two words under each sentence on this page. The second word in each pair has either the prefix *un-*, *dis-*, or *im-* added to it. Read each sentence and draw a line under the word that belongs in the sentence.

Mrs. Post was ____ to finish the skirt she was making because she broke the sewing-machine needle.

able unable

The fishermen ____ to go to Moose Lake because the fishing was excellent and there were new cabins for rent.

liked disliked

There were so many rocks along the seacoast that it was ____ to steer a boat between them.

possible impossible

When Mr. Barber realized that the ladder was ____, he clung to the tree until someone came to help.

steady unsteady

Robert had ____ with Jean about the party. He wanted to have it Monday, but she thought Friday would be better.

agreed disagreed

It requires many hours of practice before a beginning flier learns to make ____ landings.

perfect imperfect

Since Mr. Fox did not like to hear owls hoot, he was ____ when a couple of them built a nest in his yard.

pleased displeased

When the big fish did not bite, Henry became ____ and picked up the oars to row down the river.

patient impatient

Andy thought the model coal mine was the most ____ sight that he saw at the museum in Chicago.

usual unusual

The day of the boat race was _____. The sun was shining and a cool breeze was blowing across the lake.

pleasant unpleasant

Ben was sorry that he had ____ his mother by swimming in the cove where she had warned him not to swim.

obeyed disobeyed

When Tony admitted that he was the one who had broken the electric motor, the mystery was ____.

solved unsolved

Dan knew that he would be ____ if he did not return the three library books which he had found in the hall.

honest dishonest

When Sue walked between the two people who were talking to each other, Mrs. Carr corrected her for being ____.

polite impolite

In every word on this page the prefix *un-*, *dis-*, or *im-* meant not

Suffixes Are Important, Too!

-y, -ly, -less, -ful, -er, -ness, -ish

There are two words below each sentence. Each of these words is a root word with a suffix added to it. Read each sentence and draw a line under the word that means about the same thing as the underlined part of the sentence.

The detective stood up all of a sudden when he heard the voice.

suddenness suddenly

Several men who drove trucks came to the station to unload a large number of packages.

truckfuls truckers

Since the books were close at hand, the boys often turned to them for help when they were studying.

handy handful

In the summertime when the flowers were in full bloom, Mrs. Stoner's garden was full of color.

colorless colorful

When Mr. Clayton cleaned out his garage, he decided that the lumber he had saved was of no use.

useless useful

Pat finally realized that he had been thinking only of himself when he wanted things his own way.

selfless selfish

The principal asked Paul whether he would like to be the person who helped at the ticket window.

helpful helper

Ted soon found out that being clever was not the most important thing.

cleverness cleverly

Everyone noticed that the smoke from the huge forest fire made the sun look almost red.

redness reddish

As Jay and Benny hiked through the woods, they were watching carefully so that they would not lose their way.

watcher watchful

One baggageman remarked to another, "Our being kind to the dog just made him feel more homesick."

kindness kindly

At the beginning of the trip, the cloth covering on Mrs. Cook's new suitcase was without a spot.

spotty spotless

It was not a good morning for taking colored pictures because the sky was covered with clouds.

cloudy cloudless

When she found out what had really happened, Mrs. Reed stopped speaking in a cross way to Jean.

crossness crossly

Prefixes and Suffixes

Prefixes: dis-, fore-, im-, re-, un-

Suffixes: -en, -or, -ful, -ly, -y, -less

The two sentences on each part of this page will mean the same thing when you add the correct prefix or suffix to a word in the second sentence. Decide which prefix or suffix is missing and write it on the dotted line.

Herbert's new horse had a white mane and white front feet.

Herbert's new horse had a white mane and white fore feet.

The little girl's grandmother smiled in an appealing manner.

The little girl's grandmother smiled appealingly.

When the horse nuzzled him, William was not afraid.

When the horse nuzzled him, William was unafraid.

The man's eyes were twinkling, and his smile was filled with glee.

The man's eyes were twinkling, and his smile was gleeful.

The doctor said, "You will soon gain back your strength."

The doctor said, "You will soon regain your strength."

Charlie spent most of his evenings trying to invent things.

Charlie spent most of his evenings trying to be an inventor.

David was not satisfied with his old bicycle.

David was dissatisfied with his old bicycle.

It was difficult to follow the trail because the tracks were not perfect.

It was difficult to follow the trail because the tracks were imperfect.

"This lamp will make the hallway brighter," said Mrs. Crane.

"This lamp will brighten the hallway," said Mrs. Crane.

The explorer thought the marks on the rock were without meaning.

The explorer thought the marks on the rock were meaningless.

"This chocolate pudding is full of lumps!" grumbled Polly.

"This chocolate pudding is lumpy!" grumbled Polly.

What Is the Root Word?

The words *skilled*, *skillful*, and *unskilled* are all related in meaning because they are formed from the root word *skill*. *Skillet* has an entirely different meaning and does not come from the root word *skill*, even though you see the letters *s-k-i-l-l* in the word.

In each group of sentences, three of the italicized words are related in meaning, while one of the words has an entirely different meaning. Put a check mark before the three sentences that contain words related in meaning.

- ✓ *Luckily* Ann did not miss the train.
- ✓ It was a *lucky* day for Mr. Bell.
- ✓ Dick is the *luckiest* boy in school.
- The *clucking* chickens ran outside.

- ✓ *Countless* stars were twinkling.
- ✓ The old man sat *counting* his money.
- Don was visiting in another *county*.
- ✓ Tom *counted* the crickets he saw.

- ✓ The wreck was a *pitiful* sight.
- The road was *pitted* with holes.
- ✓ Joe *pitied* the blind man.
- ✓ The *pitiless* storm lasted two days.

- ✓ The teacher *marked* the papers.
- ✓ The *markings* on a tiger are black.
- Molly bought oranges at the *market*.
- ✓ Bob put a *marker* in his book.

- ✓ This dress *costs* ten dollars.
- ✓ The queen wore *costly* jewels.
- ✓ Mary's rent is *costing* too much.
- The dancers wore red *costumes*.

- ✓ My cat purrs if someone *pats* it.
- Policemen *patrol* the streets.
- ✓ I heard the *patter* of rain.
- ✓ Nancy *patted* her hair in place.

- Jack was *wearing* a wool sweater.
- ✓ *Wearily* Susan sank into the chair.
- ✓ Bill's *weariness* forced him to rest.
- ✓ I was *wearier* than I had realized.

- ✓ Peter *unearthed* some odd fossils.
- ✓ Indians made *earthen* pots.
- Polly swept ashes from the *hearth*.
- ✓ The leaves had an *earthy* smell.

- ✓ The grizzly gave a *frightful* growl.
- ✓ Ace heard a *frightening* sound.
- John answered the question *right*.
- ✓ Darkness *frightens* Penny.

- ✓ The thin boy started *gaining* weight.
- Gay found a *bargain* at the store.
- ✓ Losers are sometimes *gainers*.
- ✓ June *regained* her lost ring.

- Sally stayed inside the *entire* day.
- ✓ The long walk *tired* Betty.
- ✓ Running for a long time is *tiring*.
- ✓ Philip works *tirelessly* for hours.

- ✓ Fools ask *pointless* questions.
- ✓ The castle had a *pointed* tower.
- Tim was filled with *disappointment*.
- ✓ The teacher laid the *pointer* down.

Scrambled Sentences

Each group of words below is a part of a sentence. When you put the parts in the right order, they make a complete sentence. Write 1 in front of the first part, 2 in front of the middle part, and 3 in front of the last part.

1 the top of Tom's desk

3 for the big piece of drawing paper

2 was much too small

2 three different kinds of sandwiches

3 to take to the school picnic

1 Joyce decided to make

3 so that the bee would fly out

2 the window of the bus

1 Mr. Hunter was going to raise

2 to find a good home

1 Mr. and Mrs. Clayton wanted

3 for the hungry little dog

3 in the pitcher of lemonade

1 at first Sarah thought

2 that she had put too much sugar

2 these new books in the right order

3 on the new bookshelf"

1 Ruth said, "I'm going to put

1 some bluebirds had made

2 a nest in the small oak tree

3 that stood near the white fence

3 about fire prevention

1 the boys and girls in the school

2 were making interesting posters

2 to put the dozen boxes of eggs

1 Mrs. Carol asked Jim

3 on the back seat of the automobile

1 the monkeys at the zoo

2 climbed up the bars of the cage

3 and begged for food

3 the row of tomato plants

2 into the garden to hoe

1 Walter and Robert went

1 after school the three boys

3 to look at his new motorbike

2 went home with Eddie King

3 in his inside coat pocket

2 the railroad and the bus tickets

1 Daniel thought he had put

2 to wash the colored chalk

3 off the blackboards in the room

1 the teacher asked Helen

Who, What, Where, When?

This page will help you know how well you understand what you read. Read each sentence carefully. Then answer the questions beneath it by drawing a line under the right answer for each question.

Ted's father stopped the car to pick up Jim Page.

Who was driving?

Ted Ted's father Jim Page

What was he riding in?

airplane automobile boat

Who got into the car?

Ted Ted's father Jim Page

At sunset Sue sat on the front porch, watching the boats float slowly down the wide river.

What time of day was it?

morning afternoon evening

Where was Sue?

in the yard on a boat on the porch

What was Sue watching?

the boats the sunset the porch

The passengers watched the lights on the field as their pilot brought the airliner down on the runway.

Where were the passengers?

in a boat in a plane in a bus

What was the airplane doing?

taking off circling landing

What time of day was it?

noon morning nighttime

About a hundred fifty years ago the winding street was only a cowpath.

What kind of street is it today?

straight curving shady

When was it a cowpath?

1925 1869 1800

What traveled on the path long ago?

automobiles trucks cattle

Mr. Paul Reed, owner of the plant, showed the visitors from England how electric stoves are made in America.

Who explained something?

Mr. Reed the Englishmen Mrs. Reed

Where did the visitors live?

America France England

Where were Mr. Reed and the visitors?

on a ship in a factory in a kitchen

On Tuesday, the day before the Halloween party at Susan's house, Mrs. Marshall finished Mary's costume.

Who made the costume?

Mary Mrs. Marshall Susan

Who was to wear the costume?

Susan Mary Mrs. Marshall

When was the party to be held?

Monday Tuesday Wednesday

Pronouns Mean Something

In each sentence below two or three pronouns are underlined. These pronouns refer to a person or thing in the sentence. Read each sentence. Write in the blank the name of the person or thing to which the pronoun refers.

A stranger asked the policeman, "Can you tell me where Pennsylvania Street is from here?"

you _____ policeman _____
me _____ stranger _____

George saw at a glance that his boat had broken away from the dock and that it was stuck on a sand bar.

his _____ George _____
it _____ boat _____

"There will be room for two more in the car, so we can go with my father," Betty told Sandra.

we _____ Betty and Sandra _____
my _____ Betty _____

When Frank returned a book to Miss Gregory, she said, "Have you read the new book about pilots?"

she _____ Miss Gregory _____
you _____ Frank _____

Bill and Jack studied the coins that were in the case and decided they were too expensive for them to buy.

that _____ coins _____
they _____ coins _____
them _____ Bill and Jack _____

Jane carefully put her scrapbook on the highest bookshelf so that it would not be lost.

her _____ Jane _____
it _____ scrapbook _____

While Don was holding the camera, a large sea gull landed on the sand close enough for him to snap a picture of it.

him _____ Don _____
it _____ sea gull _____

The girls who belonged to the drama club asked the principal for permission to have their cake sale.

who _____ girls _____
their _____ girls _____

Mr. Thomas finally found the travel magazine, which had fallen on the floor behind his chair.

which _____ magazine _____
his _____ Mr. Thomas _____

"Nancy, would you please give these packages to Ann, who left them here?" said the teacher.

you _____ Nancy _____
who _____ Ann _____
them _____ packages _____

Do Words Always Mean What They Seem to Say?

In each sentence you will find a group of underlined words. Two possible meanings for these words are given below the sentence. Underline the one that fits.

Jim was so astonished that his eyes almost popped out of his head.
opened very wide
almost fell out on the ground

Mary Jane's room looked as though
a cyclone had blown through it.
dirty
upset

It is a shame people go around with
chips on their shoulders.
carrying small pieces of wood
looking for trouble

David stumbled as he made an effort
to pronounce the big words.
made mistakes
tripped and fell down

On my vacation, I became acquainted
with a man who had money to burn.
burned up his paper money
was very, very rich

Andy held his tongue when one of his
friends teased him.
remained calm and said nothing
grabbed his tongue

Bill fell into a deep sleep and did not
waken until morning.
fell into bed
began to sleep soundly

By working hard, the Wallaces kept
the wolf from their door.
safe from wild animals
safe from hunger and want

The boy was so frightened his hands
froze on the wheel of the car.
were unable to move
were turned to ice

The boys put their heads together and
decided how to spend their holiday.
talked among themselves
bumped their heads together

Mr. Jones bought the vacant lot on
the corner for a song.
by singing a song to the owner
for an unusually low price

The Indian guides threaded their way
through the forest.
went carefully
followed a thread

Bob was greatly disappointed, but he
kept his chin up.
stretched his neck up straight
did not show his sadness

The speech that Dan made at the club
meeting brought down the house.
made the building fall apart
made everyone clap

How Would You Finish It?

The words *like* or *as* are often used in a sentence when one thing is compared to another.

Read each unfinished sentence. Then read the numbered parts of sentences at the right. Write in the blank the number of the part that completes each sentence best.

The baby's cheeks were as pink as 3.

The cook sliced the meat as thin as 2.

The roar of the cannon was as loud as 4.

The bottom of the pit was as dry as 1.

1. a bone

2. paper

3. a rose

4. thunder

The roast beef was as tough as 4.

Mrs. Thorn's kitchen was as neat as 3.

The collar on the shirt was as stiff as 2.

The guilty boy's face grew as red as 1.

1. a beet

2. a board

3. a pin

4. shoe leather

The loyal soldier was as brave as 2.

The white cake was as light as 4.

The field of ripe grain was as yellow as 1.

The bright headlights made the driver as blind as 3.

1. gold

2. a lion

3. a bat

4. a feather

The speedboat passed by like 3.

The man relaxed and stretched like 1.

The airplane's wings shone like 2.

On the Fourth of July the house was like 4.

1. a sleepy cat

2. silver

3. a rocket

4. an oven

The plane soared through the air like 4.

Raindrops on the grass sparkled like 1.

White clouds wrapped the mountaintop like 2.

The sharp wind lashed at the boy like 3.

1. diamonds

2. a blanket

3. a whip

4. an eagle

The cracking of the ice sounded like 2.

The disappointed woman acted like 3.

The chocolate stuck to the cook's fingers like 4.

Poison oak made the boy's shoulder puff up like 1.

1. a balloon

2. a gunshot

3. a sulky child

4. glue

What Do You Think?

In each sentence below a word or phrase suggests a likeness between something described in the sentence and one of the things named above the sentences. Write the correct word on the dotted line at the right. The first one is done for you.

airplane hen child cat

The hummingbird was warming up its tiny motor.

airplane

The wind had finally cried itself to sleep.

child

Suddenly the sky hatched thousands of stars.

hen

The winter sun crept in to warm itself before the fire.

cat

dog floor insect flowers

The lamps bloomed softly in the gathering dusk.

flowers

The February sun extended pale feelers toward the silent earth.

insect

The ground was carpeted with brown leaves.

floor

A cannon barked and then settled back on its haunches.

dog

animal book automobile snow

The sea turned page after page of itself endlessly.

book

The wintry wind snarled and bared its teeth.

animal

As the light faded, darkness drifted slowly into the room and piled up in the corners.

snow

The lad was at the age when his voice was changing gears.

automobile

flashlight hen cowboy horses

The galloping waves tossed their manes and charged against the shore.

horses

Her smile was something to find your way with in the dark.

flashlight

The sprinkler threw lassos of spray on the grass.

cowboy

A typewriter pecked in the otherwise quiet room.

hen

How Carefully Do You Read?

There are three sentences in each section. Two of them have almost the same meaning. Check the two sentences that mean about the same thing.

✓
---- At that moment Ben popped his head out of the open window.

---- Just as Ben heard a loud pop, he leaned out of the open window.

✓
---- Ben suddenly put his head out of the open window.

---- Joy ironed her aunt's dress so her aunt would stay for the holiday.

✓
---- Joy pressed her aunt to stay for the holiday.

✓
---- Joy urged her aunt to remain for the holiday.

✓
---- Hal was so weary that he slept like a log.

✓
---- Hal was so tired that he slept very soundly.

---- Hal was so tired that he lay down on a log and went to sleep.

---- When Mr. Stone reached the barn, he drove the truck into the horse's stall.

✓
---- When Mr. Stone reached the barn, the engine of the truck stalled.

✓
---- When Mr. Stone came to the barn, the engine of the truck stopped suddenly.

✓
---- Mike didn't enjoy the book because it was over his head.

---- The book was on such a high shelf that Mike couldn't reach it.

✓
---- Mike didn't like the book because it was too hard to understand.

✓
---- The sparkling stream danced down the hill.

✓
---- The clear, shining water went swiftly down the hill.

---- The stream went to a dance at the bottom of the hill.

---- Martha watched some feathers and smoke float across the river.

✓
---- Martha watched the feathery gray smoke drift across the river.

✓
---- Martha looked at the bits of gray smoke blowing across the river.

✓
---- Paul was so pleased about winning the prize that he was walking on air.

---- Paul won a prize because he walked without touching his feet to the ground.

✓
---- Paul felt very, very happy that he had won the prize.

✓
---- The misplaced card was found in the nick of time.

---- The misplaced card was found in a corner of the clock.

✓
---- The misplaced card was found at just the right time.

---- In the winter the mountains wore white yarn hoods.

✓
---- In winter the mountaintops were hooded in fluffy white.

✓
---- During the winter the mountaintops were covered with snow.

What Does the Sentence Mean?

Read each passage and decide which of the three sentences at the end has the same meaning as the underlined sentence. Check the one that you choose. Be careful! You will need to read the entire passage before you decide.

The hungry raccoon slipped into the barn to find food.

He had barely begun to gnaw a hole in a sack of grain when he heard some footsteps in the distance. There was no time to spare! He raced under the old wagon and toward the barn door. But there stood the farmer's son!

The raccoon was trapped!

- He was caught in a steel trap.
- He had fallen into a hole.
- ✓ --- He could not get out of the barn.

Patty knew she should not be climbing a tree in her silk dress, but she just had to see the baby robins! Finally she reached the nest and took a good look at the little birds. Then she looked at her dress. It was wrinkled and torn. Patty thought, "I paid a high price to see those birds."

- She had paid money to see them.
- ✓ --- She had acted foolishly.
- She had been hurt by the birds.

Mrs. Bell started to get lunch at ten o'clock, for she wanted it to be ready at twelve. But the cookies burned, and she had to make more. She had used all the eggs and had to go to the store for others. As she set the table, her puppy grabbed the cloth. All the silver crashed to the floor!

Mrs. Bell sank into a chair. "That's all I need!" she groaned.

- She could rest for a while.
- ✓ --- She was dismayed.
- She had enough silver.

On his birthday Billy ate three helpings of everything on the dinner table. After the big meal he took a ride on his new bicycle. When he returned, he ran into the house and found his mother.

"May I get something to eat?" Billy asked. "I'm starved."

"Starved!" exclaimed his mother.

- She was sorry he was hungry.
- She had nothing for him to eat.
- ✓ --- She felt he couldn't be hungry.

Molly looked at herself in the mirror with satisfaction. She patted her curls and admired her new velvet dress. At seven she was going to the party.

As Molly straightened her necklace, she looked at the clock.

"Ah, me," she sighed. "Seven o'clock will never come!"

- ✓ --- She was eager to go to the party.
- The clock had stopped.
- She didn't want to go to the party.

One afternoon Thomas did not come home promptly after school. When he finally came, his mother noted that his hair was wet.

"Did you disobey me and go in swimming again?" she asked.

"Yes, I'm guilty," said Thomas. "But I didn't do it on purpose. A lamb was about to drown, and I went in after it!"

"Well, that's reason enough," replied his mother.

- She did not believe Thomas.
- ✓ --- She thought he had done right.
- She had heard too many excuses.

When Was Each Person Exaggerating?

If someone said, "That noise made me jump right out of my skin," would he mean just that? Of course not; he would be exaggerating to make his point stronger.

Read each incident and underline the phrases that are exaggerations.

The drugstore owner watched his new clerk wait on a customer who wanted to buy one of the thermometers that had been advertised in the newspaper.

"It's evident that I'll have to get myself another assistant," he said. "That fellow is much too slow. He takes all day to make a sale."

As Hulda ran out of the 4-H building at the County Fair, the expression on her face showed her happy excitement. Near the building she met her father.

"It's evident that something nice has happened to you, young lady," said her father. "Your head is in the clouds."

"Oh, Father," she said. "I have just won first prize on the dress I entered in the sewing contest! Come and see the big blue ribbon that the judges gave me. I'm happy enough to burst into a thousand pieces."

The Little League baseball game that would decide which team would become the city champions was in the last half of the seventh inning. The score was tied, and the umpire had just called the second out for the Green Socks. The spectators were yelling their heads off in frenzy.

Now it was George's turn to bat. As he picked up his bat and started toward the plate, the coach slapped him on the back and said, "George, hit one that will go clear to the moon!"

When Caroline Wells arrived home from Chicago after a three weeks' visit with her Aunt Sally, she scarcely spoke to her family. She dropped her suitcase in the middle of the hallway and dashed into the kitchen. Somewhat startled by the way that Caroline was acting, her parents and her sisters trailed into the kitchen after her.

"Hello, everybody," called Caroline. "Excuse my impoliteness, please, but I am starved to death. I lost the lunch that Aunt Sally fixed for me to eat on the train, and I haven't had a bite to eat for ages! I am so hungry that I could eat nails!"

When the woodworking class took a bus trip to a nearby furniture factory, Joe was seated beside Sam Kidwell, a new boy. Joe thought to himself, "Well, this is really going to be a stupid trip. Sam is so shy that he won't speak one word to me."

"Do you have a hobby?" asked Joe, trying to be friendly.

"Oh, yes," replied Sam. "My hobby is collecting rocks," and much to Joe's astonishment words began popping out of Sam's mouth.

"Did Sam have anything at all to say to you?" asked Joe's chum Harold when the two boys were getting off the bus at the factory.

"Did he!" exclaimed Joe. "He nearly talked my head off!"

Did They Mean What They Said?

Sometimes speakers say one thing but really mean just the opposite. Write on the dotted lines what each speaker meant.

Benjamin Franklin once wrote a very funny article for a newspaper about the mudholes in Boston. It read as follows:

"The mud is nice for the flies and the mosquitoes. There is mud to live in and the people to light upon, all close together. Very fine, indeed."

What Franklin really meant was
that the mudholes were not very
desirable at all.

"We surely had a wonderful time at the picnic," commented Aunt Fussbutton. "First, ants ran all over the tablecloth; next, Roger found a tadpole in the bucket of ice; then Bobby picked a bunch of poison oak to decorate the table; then a hunk of peach pie fell on my brand-new skirt. Finally, we sat down to a good meal—a good meal for the mosquitoes."

What Aunt Fussbutton meant was
that all these things spoiled the
picnic.

A nursemaid had great difficulty in managing the two rude youngsters in her charge. Being quite badly spoiled, they fought over their toys all day long. Their thoughtlessness made the nursemaid's life generally miserable. One day she heard an especially loud shriek.

"Oh, dear," she sighed. "I must see what those sweet-tempered darlings are up to now."

What the nursemaid really meant was
that the spoiled children were probably
into some new mischief.

The constable of Vilville was noted for his extreme laziness. One day as he was leaning idly against a wall, a widow, heavily burdened with bundles, dropped one right at his feet. She stooped to get it and dropped another. She picked this one up and lost still another. All the time she was struggling to collect her packages, the constable only looked at her curiously.

"Well," she said at last, "I'm sure I wouldn't want to put an officer of the law to any extra trouble. Good day!" And off she tottered homeward.

What the woman really meant was
that she thought the officer might
have offered his help.

On the evening before his class was to have its final test in Spanish, James settled down in the living room to study. He had just opened his book when his younger sister, Merry, dashed into the room, whooping like an Indian. James tried his very best to ignore her. He conscientiously began to copy a long list of words.

In a few minutes, however, two of Merry's friends followed her into the room. The three little girls created so much commotion that James hastily put his hands over his ears.

"This is grand," he said to himself. "I certainly picked a perfect place to concentrate."

What James really meant was
that he had not picked a good place
to study.

What Does the Sentence Mean?

Can you always tell what a writer means? Read each sentence below and then study the question after it. Answer the question with one word, *yes* or *no*.

The forest ranger said that the water in the spring was impure.

Does this sentence mean that it was all right to drink the water? --no--

“Clara, it seems to me that you were unwise to spend your whole allowance for sundaes,” said Mrs. Hunt.

Does this sentence mean that Clara should not buy so many sweets? --yes--

The boys paid no attention to the tall man’s quiet explanation of why the paint should be stirred before using.

Does this sentence mean that the boys listened to the explanation quietly? --no--

It isn’t uncommon for the rainy season to last several weeks in some parts of the island.

Does this sentence mean that it might rain for two or three weeks? --yes--

“That was an unkind thing to say to your brother,” Jane’s father said.

Does this sentence mean that Jane’s father felt she had spoken harshly? --yes--

“The important thing is not how long your story is, but how good it is, Tim,” the teacher said to the student.

Does this sentence mean that Tim had to write a long story? --no--

“You need not go to the grocery store today,” Ted’s mother said.

Does this sentence mean that Ted had to go to the grocery store? --no--

The men helped unpack the Smiths’ boxes of books and crates of dishes in the new house.

Does this sentence mean that the men took things out of the boxes? --yes--

Mr. Price concealed the two garbage cans behind the large clump of bushes that grew near the alley.

Does this sentence mean that he did not want the cans to show? --yes--

Mrs. Williams told her son George, “You had better not pitch the baseball so close to the house.”

Does this sentence mean that George should play ball near the house? --no--

The plane was delayed three hours by bad weather.

Does this sentence mean that the plane did not arrive on time? --yes--

It was not at all unusual for the artist to work three months on a picture.

Does this sentence mean that the artist would sometimes work three months painting one picture? --yes--

One Word for Another

Underline the word below each sentence that could be used instead of the italicized word without changing the meaning of the sentence.

By accident, a child became wedged in the pipe; *however*, some workmen who were conveniently near quickly freed him with levers, drills, and crowbars.

so since but

Buck realized that he had squeezed the wrong ingredient into the paint, *for* the mixture turned a strange color.

but however because

As Mrs. Plank's adopted son left for Norway, she smilingly kissed him good-by; *but* after his departure she began to dab her eyes and wring her hands.

yet thus so

At dawn the petals of the violets and buttercups looked as fresh as starched dresses; *but* by noon the extremely hot sun had left them limp and faded.

therefore however since

The minister woke up Monday morning with a sore throat; *thus* he was unable to meet his grandson at the depot.

yet therefore unless

Since the August night was raw and cold, Mrs. Troller put a quilt on the baby's crib and one on Auntie's cot.

because although still

Nathaniel liked to watch the wrens devour crumbs on the window sill; *yet* he did not want to encourage them to depend entirely on this food.

because unless nevertheless

Ann pinned the bunch of violets and rosebuds to the front of her dress too early, and *so* the flower petals drooped before the party began.

provided unless therefore

By December the deep crack at the summit of the mountain was not visible, *for* snow covered the entire peak.

so because yet

Nat laughed at the idea of an essay contest; *yet* for all his contempt he was the first to ask for a copy of the rules.

thus so but

The superintendent's first impulse was to give the young cadet twenty demerits; *however*, by Sunday the lad's behavior had been forgotten.

still but because

At the edge of the cliff the trees were blighted and scarred, *but* two hundred yards away they were green.

because yet so

Bud went "Ha, ha, ha!" when he saw his partner try to mimic a rooster crowing and a fish flapping its fins, *because* he thought he had never seen anything so comical.

unless for still

In the race between the tortoise and the hare, the tortoise plodded steadily along; *but* the hare stopped to rest.

however since for

When Did It Happen?

As you read each sentence below, you will see two things happening. Sometimes one thing happens after the other, and sometimes the two things happen at the same time. If one thing happens after the other, write *1* over the part that happens first and *2* over the part that happens after it. If the two things happen at the same time, do not mark the sentence. The first one is done for you.

- Eric checked the front and the back tires before he got on his bike.
- Mrs. Fielding got ready for bed after she put away her knitting.
- As the lanky batter stood up, the chanting crowd became quiet.
- While her mother sorted laundry, Elizabeth cleaned her dresser drawer.
- After he wrote the letter, Mr. Smith put it in an envelope.
- Mrs. Swift sang to herself as she did her household tasks.
- Before they reached the city, the boys saw the distant capitol dome.
- While the mischievous kitten played with a spool, Polly tried to write an essay.
- Before Eve went to the party, she took her dog for a walk.
- The customers got out after the taxicab got stuck in the ditch.
- The composer listened attentively as the band played his march.
- After Jacob paid his fare, he boarded the train for Detroit.
- Before he enlisted in the Marines, Dave worked for a baker.
- As the toboggan zigzagged downhill, I tried to keep my balance.
- After the baby tottered across the room, she slumped to the floor.
- Mr. Tucker looked for his umbrella before he went out to vote.
- Before Mrs. Black served refreshments, the guests posed for a picture.
- Mr. Steed swept the leaves from the garage before he put the car away.
- The organ grinder laughed as he watched the monkey catch the pennies.
- After Judy finished the charcoal sketch, she pasted it on cardboard.
- The prospector led his donkey toward the hills after he bought supplies.

Consonant Sounds

Pronounce the word above each group of three pictures and think of the sound that the boldface consonant letter or letters stand for.

Then say the name of each picture in the group and decide whether you hear this consonant sound at the *beginning*, in the *middle*, or at the *end* of the word. Show where you hear it in each word by writing the letter in the first, middle, or last blank under the picture.

The first group is marked for you. Complete this and the next page.



t _ _

t e n



t _ **t**

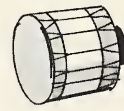


_ **t** _



_ **m** _

m i l k



_ _ **m**

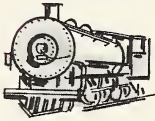


m _ _



j _ _

j a m



_ **j** _



_ _ **j**



_ **d** _ _

d i s h



_ _ **d**



_ _ **d**



_ _ **n**

n a i l



_ **n** _



n _ _



_ **r** **r**

r a i n



r _ _



_ **r** _



_ _ **g**

g i f t



g **g** _



_ **g** _



_ _ **p**

p a n



_ **p** _



p _ _



_ **l** _

l a k e



l _ _

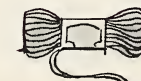


_ _ **l**



_ **y** _

y e l l o w



y _ _



_ **y** _



__ h __

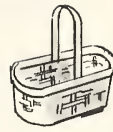
h e a d



h _ _ _



h _ _ _



__ k __

k e e p



k _ _ _

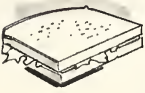


__ _ k

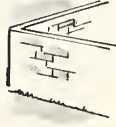


__ w __

w i n d



__ w __

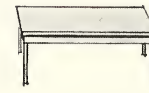


__ w __



__ b __

b a c k



__ b __



__ b __ b



__ z z

z o o



__ z __

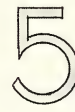


__ z __



__ v __

v i n e



__ _ v

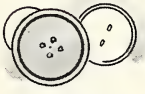


__ v __



__ t __

t o p



__ t __



__ _ t



__ f __

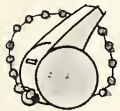
f u n



__ _ f



__ f __



__ s __

s a l t



__ s __



__ _ s



__ _ n g

b a n g



__ n g



__ n g



__ ch __ ch

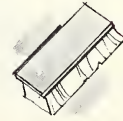
c h i l d



__ ch __



__ _ ch



__ _ sh

s h o p



__ sh __



__ sh __



__ th __

t h i c k



__ th __



__ _ th



__ wh __

w h e n



__ wh __



__ wh __

Consonant Blends

Pronounce the words below, and think of the consonant sounds that you blend together at the beginning of each one. Underline the letters that make up this consonant blend. The first one is done for you.

blaze
flat
clown
glue
plant

trick
dress
free
brick
pride

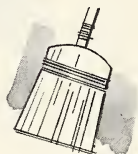
skate
smart
slip
swing
snaw

scrap
spread
street
throw
spray

Think of the name of each pictured object. Then write the missing consonant blend in each blank to complete the name of the object.



cl____ips



br____oom



str____ing



st____ork



gl____obe



fr____og



fl____ower



sn____ail



pl____ate



gr____apes



sp____ade



tr____uck



spr____ing



thr____ead



sl____ed

The sounds of the consonants -l-, -r-, or -s- blend easily with almost all other consonant sounds to form consonant blends.

Which Sound Is It?

The consonant letters *c*, *g*, or *s* may stand for more than one sound.

The letter *c* may stand for the *k* sound as in *cat* or for the *s* sound as in *city*. Write the letter *k* or *s* below each *c* in these words to show what sound the letter *c* stands for.

porcupine
 k

conceal
 k s

advice
 s

carrots
 k

citizen
 s

bacon
 k

circus
 s k

fancy
 s

circulate
 s k

comical
 k k

juicy
 s

silence
 s

The letter *g* may stand for the *g* sound as in *gun* or for the *j* sound as in *gentle*. Write the letter *g* or *j* under each *g* in these words to show what sound the letter *g* stands for.

guard
 g

magic
 j

garbage
 g j

cargo
 g

giraffe
 j

gigantic
 j g

danger
 j

alligator
 g

guilty
 g

wagon
 g

gadget
 g j

regular
 g

The letter *s* may stand for the *s* sound as in *sad* or for the *z* sound as in *runs*. Write the letter *s* or *z* under each *s* in these words to show what sound the letter *s* stands for.

season
 s z

syrup
 s

museum
 z

persuades
 s z

mischief
 s

soapsuds
 s s z

salutes
 s s

music
 z

pleasant
 z

deserve
 z

sensed
 s s

hesitate
 z

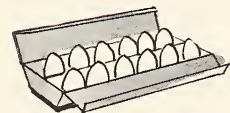
When the letter *c* is followed by *e*, *i*, or *y* in a word, the *c* usually stands for the s sound. When *c* is followed by *a*, *o*, or *u*, it usually stands for the k sound.

When the letter *g* is followed by *e* or *i* in a word, it often stands for the j sound. When *g* is followed by *a*, *o*, or *u*, it usually stands for the g sound.

Consonant Sounds and Dictionary Symbols

In the pronunciations on this page, each consonant letter stands for its most common sound, and each vowel letter stands for its short sound.

On each part of the page, show which pronunciation is the name of each picture by writing the number of the picture beside the pronunciation.



1



2



1



2

---- (ej)

1---- (egz)

2---- (elvz)

---- (els)

---- (kud)

2---- (duk)

---- (buk)

1---- (kub)



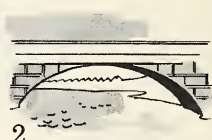
1



2



1



2

1---- (klas)

---- (gras)

---- (bras)

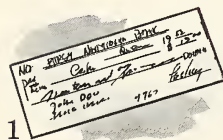
2---- (glas)

---- (dim)

2---- (brij)

1---- (lim)

---- (brig)



1



2



1



2

---- (nek)

---- (flek)

2---- (rek)

1---- (chek)

---- (laf)

1---- (lam)

---- (staks)

2---- (saks)



1



2



1



2

2---- (not)

1---- (rok)

---- (nob)

---- (sok)

---- (luv)

2---- (kup)

---- (pup)

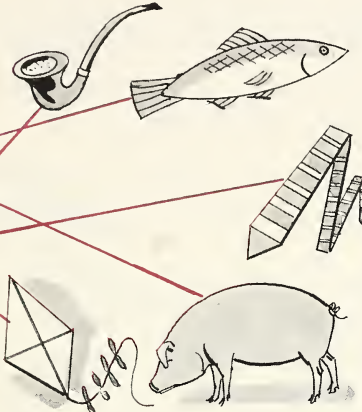
1---- (gluv)

Vowel Sounds

On each part of the page, say each word to yourself and think of the vowel sound that you hear. Draw a line from the word to the picture or pictures whose name contains the same vowel sound.

it

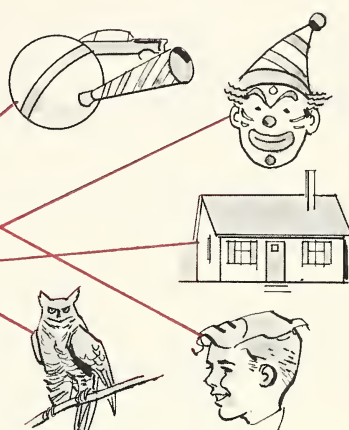
ice



Connections: 'it' connects to the pipe. 'ice' connects to the fish, the ruler, and the pig.

boil

out

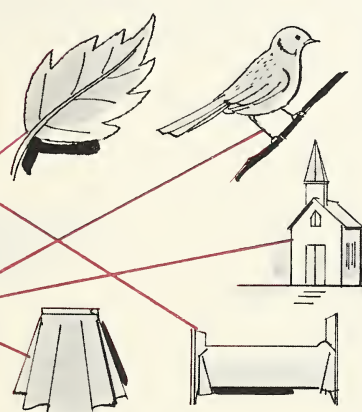


Connections: 'boil' connects to the house. 'out' connects to the telescope, the clown, the owl, and the boy's head.

let

be

her

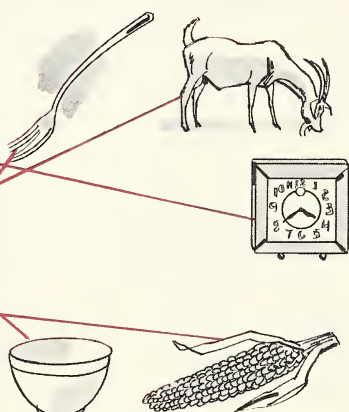


Connections: 'let' connects to the leaf. 'be' connects to the church. 'her' connects to the bird, the skirt, and the bed.

hot

go

or



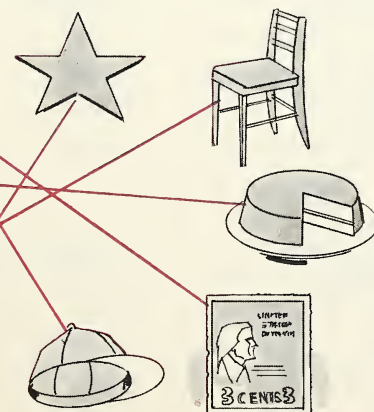
Connections: 'hot' connects to the fork. 'go' connects to the goat. 'or' connects to the clock, the bowl, and the corn cob.

hat

ate

care

far



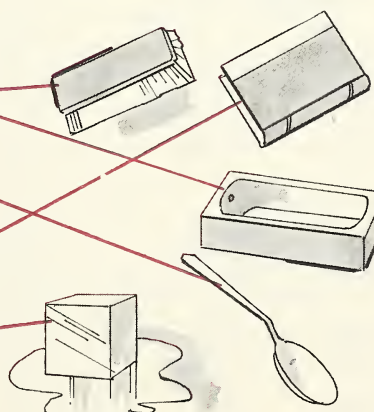
Connections: 'hat' connects to the hat. 'ate' connects to the cake. 'care' connects to the star. 'far' connects to the chair and the stamp.

up

suit

put

use



Connections: 'up' connects to the comb. 'suit' connects to the box. 'put' connects to the box. 'use' connects to the spoon.

On each part of the page, underline the words that contain the vowel sound you hear in the name of the pictured object.



pie buy
bring fly
line night



stairs there
pear pearl
share fair



storm jaw
taught tall
work horn



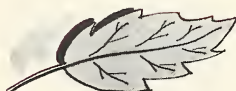
fine if
skin skirt
lips which



tracks train
rakes camp
class gasp



drop drove
bone bold
coach flow



cheese meat
tree shriek
key head



dart wear
spark starve
yard dare



huge plunge
snug you
use view



dream bread
cent eye
melt shell



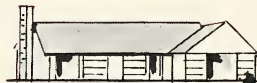
toy noise
your joy
join voice



cook hook
push full
foot choose



her dirt
burn wire
fort learn



show four
mouse frown
owl loud



rough jump
gruff stunt
burst rub



crane clay
map chain
bake ant



bolt job
lock home
box flop



room suit
chew blue
rules soon

Clues to Vowel Sounds

Here are five clues that will help in determining which vowel sound you would expect to hear in a one-syllable word:

1. As in *hat, let, it, hot, and cup*, a single vowel letter at the beginning or in the middle is a clue to a short vowel sound.

2. As in *we, by, and go*, a single vowel letter at the end is a clue to a long vowel sound.

3. As in *rain, day, dream, feel, and boat*, two vowel letters together are a clue to a long vowel sound.

4. As in *age, ice, bone, and cube*, two vowel letters, one of which is final *e*, are a clue to a long vowel sound.

5. As in *far, bird, her, horn, care, and hair*, a vowel letter followed by *r* is a clue to a vowel sound that is neither long nor short.

In the blank before each word, write the number of the statement above that would help you determine the vowel sound in the word.

<u> 2 </u> she	<u> 5 </u> nor	<u> 1 </u> stem	<u> 5 </u> charm
<u> 1 </u> pill	<u> 1 </u> brisk	<u> 4 </u> bale	<u> 3 </u> plead
<u> 3 </u> oak	<u> 1 </u> cab	<u> 5 </u> port	<u> 1 </u> flag
<u> 1 </u> lung	<u> 3 </u> greed	<u> 3 </u> toast	<u> 4 </u> pride
<u> 4 </u> mane	<u> 3 </u> goal	<u> 1 </u> mask	<u> 1 </u> chunk
<u> 5 </u> hurl	<u> 5 </u> perch	<u> 2 </u> try	<u> 5 </u> birch
<u> 3 </u> bean	<u> 4 </u> grave	<u> 3 </u> fleet	<u> 4 </u> note
<u> 2 </u> hi	<u> 1 </u> plod	<u> 1 </u> odd	<u> 1 </u> ebb
<u> 3 </u> heel	<u> 3 </u> drain	<u> 4 </u> lope	<u> 3 </u> bait
<u> 5 </u> scar	<u> 5 </u> harsh	<u> 5 </u> fern	<u> 4 </u> lime
<u> 4 </u> mule	<u> 4 </u> whine	<u> 1 </u> jest	<u> 5 </u> spare
<u> 5 </u> firm	<u> 3 </u> freak	<u> 4 </u> fuse	<u> 1 </u> ox
<u> 1 </u> ink	<u> 1 </u> ask	<u> 5 </u> curb	<u> 5 </u> berth
<u> 4 </u> doze	<u> 5 </u> glare	<u> 1 </u> up	<u> 2 </u> so
<u> 3 </u> aim	<u> 2 </u> fry	<u> 5 </u> pair	<u> 3 </u> stray
<u> 1 </u> flock	<u> 3 </u> bray	<u> 3 </u> coax	<u> 5 </u> cork

Watch the Vowel Sounds!

Read each sentence. Then underline the word below that best completes the sentence.

On the morning he went duck hunting with his father, Phil wore a warm wool ____ under his heavy jacket.

short shot shirt

During his vacation in a national park, Tom took many pictures of the deer as they came to ____ the blocks of salt.

lark lack lick

Art spent many hours trying to find someone who could lend him a ____ for his part in the school play.

click cloak clerk

Early in the morning we listened to church bells ____ forth their message of Christmas joy.

peal pal purl

“We must all hang together, or we shall all hang separately,” is a very well-known ____ by Benjamin Franklin.

pane purr pun

Mark Twain, the famous American novelist who wrote *Tom Sawyer*, was ____ November 30, 1835.

bran brine born

“You must handle the cactus carefully when you move it, Bill, or a ____ may scratch you,” warned the gardener.

spurn spun spine

Early last fall we visited my uncle’s farm in Kansas and watched him plant ____ in the newly plowed fields.

green grain grin

Just last month Mr. James retired from his job as first ____ of the largest boat on the Mississippi River.

mat mart mate

When our science class visited the aquarium, we found that some ____ are twenty to thirty feet long.

sharks shakes shirks

Joy worked for nearly an hour before she succeeded in removing the ink ____ from her white blouse.

blurt blot bleat

During the winter, Mr. Gray has to get up eight minutes earlier than usual every morning to ____ the furnace.

stock stork stoke

When our class visited the dairy, we learned that cottage cheese is made from the ____ of sour milk.

cards cords curds

“My mother made three dozen ____ sandwiches for our picnic at the river this afternoon,” Emily announced.

harm ham hem

Vowel Sounds and Dictionary Symbols

Look at each pictured object and think of the vowel sound in its name. Write the vowel letter on the proper line.



short a _____
long _____



short _____
long e _____



short _____
long o _____



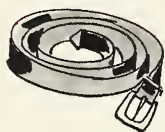
short i _____
long _____



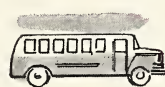
short _____
long u _____



short _____
long i _____



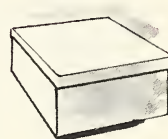
short e _____
long _____



short u _____
long _____



short _____
long a _____



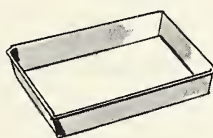
short o _____
long _____

In dictionary pronunciations a vowel letter without a mark over it stands for a short vowel sound. A short straight mark over a vowel letter shows that the vowel sound is long.

Look at each picture and the two pronunciations below it. Draw a line under the correct pronunciation.



(stem) (stēm)



(pan) (pān)



(bedz) (bēdz)



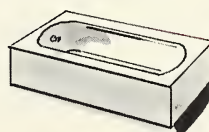
(krok) (krōk)



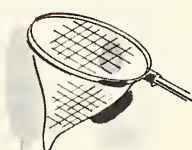
(kubz) (kūbz)



(kot) (kōt)



(tub) (tūb)



(net) (nēt)



(kan) (kān)



(mis) (mīs)



(mīl) (mīl)



(at) (āt)

Vowel Sounds and Dictionary Symbols

In each list check the words in which you hear the same vowel sound as in the underlined vowel of the key word.

care
✓ bear
✓ scare
✓ air
--- spear

rule
✓ flew
✓ proof
--- shook
✓ truth

out
✓ count
--- slou
✓ brown
--- ought

term
✓ first
✓ stern
✓ turn
✓ earn

put
--- crush
✓ cook
✓ push
✓ wood

order
✓ taught
✓ corn
✓ claw
✓ stall

oil
✓ choice
✓ coins
✓ boy
--- gay

far
✓ harsh
✓ palm
--- bare
✓ bark

In each part below are pronunciations of four words. The key at the bottom of the page will help you decide what the words are. Meanings for only three of the words are given at the right. As you pronounce each word, see whether there is a meaning given for that word. If there is, write the number of the word beside the correct definition. The first one is done for you.

1. (pīl) 1 heap
2. (pēl) 3 long piece of wood
3. (pōl) 4 best friend
4. (pal) 4 best friend

1. (wind) 4 injure; hurt
2. (wīnd) 3 slender stick
3. (wond) 2 coil
4. (wünd) 2 coil

1. (bē) 1 an insect
2. (bou) 2 limb or branch
3. (bī) 4 youth
4. (boi) 4 youth

1. (lúk) 3 be without
2. (lok) 1 see
3. (lak) 4 fortune
4. (luk) 4 fortune

1. (kär) 2 worry
2. (kār) 1 automobile
3. (kôr) 4 make well
4. (kūr) 4 make well

1. (pār) 4 low murmuring sound
2. (pēr) 3 clean; clear
3. (pūr) 1 sweet, juicy fruit
4. (pèr) 1 sweet, juicy fruit

1. (pèrch) 1 high seat
2. (pôrch) 2 covered entrance
3. (pouch) 3 bag or sack
4. (pärch) 3 bag or sack

1. (test) 3 thrown; flung
2. (tōst) 2 brown by heat
3. (tôtst) 1 trial
4. (tāst) 1 trial

hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ôrder; oil, out; cup, pūt, rüle, ūse

Is the Answer There?

The answer to one of the questions below each paragraph is indicated by a few words in the paragraph. The answer to another question can be stated correctly only if you understand the whole paragraph. Not enough clues are given for you to answer the remaining question. Answer two questions following each paragraph.

Ray stood in the bustling crowd and looked about. People were dashing in every direction. Porters carrying baggage pushed through the crowd. Then a loud-speaker blared, "Eastern Limited leaving on Track Nine." "This must be the busiest place in the world," thought Ray. Then he caught sight of his father coming toward him through the crowd.

Where was Ray?

in a railroad station

Was he arriving or departing?

Whom did he know in the crowd?

his father

When Jim heard Tommy's screams, he ran quickly to the little boy's side. "Don't cry," Jim said. "Prince won't hurt you. He just wants to be friendly, but he does seem awfully big when he jumps on you that way. Let's harness him to the cart and take a ride. If you stop crying, like a good boy, you can drive Prince."

Was Prince a pony or a big dog?

a big dog

Were Tommy and Jim brothers?

Why did Tommy cry?

He was frightened.

"Packages!" groaned Ann. "I'm sure I could wrap them with my eyes shut!" Bottles were hardest to do. And round boxes! Who could make them into nice packages! But it was fun to wrap gifts. With colored paper and ribbon she could work wonders. Her pretty gift packages always brought an admiring "Oh!" from the customer.

What was Ann's job?

wrapping packages

Did Ann always like her work?

no

What kind of store did she work in?

It seemed weeks to Mrs. East since she had slept. Her young son Billy was now breathing quietly, and she knew by experience that he would sleep peacefully for hours. Rising wearily from her chair to disconnect the electric hot plate under the steaming kettle, she thought worriedly that this had been Billy's third attack in a month.

Why did Mrs. East sit by Billy?

He was sick.

Was it daytime or nighttime?

For what was the hot plate used?

to heat water

“Ham” Radio Operators Save a Life

Part 1

Jerry, a doctor's son, lived with his parents in a big city in an eastern state. Warren, a trapper's son, lived with his father in the North Woods of Canada, twenty miles from the nearest village. The two boys were pals, yet neither boy had seen the other.

This is the way their odd friendship started. Each boy was tremendously interested in radio, and each had a radio set that could send messages as well as receive them.

One day while Jerry was operating his set, tuning in on different stations, he heard the feeble tap-tap-tapping of a faraway operator. This distant “ham” operator was Warren. The youngsters soon arranged to try to tune in on each other at eight o'clock every evening.

Part 2

One Thursday afternoon, as Jerry turned the dials on his receiver, he was greatly amazed to hear Warren's feeble call signal. The signal was followed by a frantic S O S – S O S.

Immediately Jerry tapped out, “GO – AHEAD – WARREN – I'M – HERE.”

The faint tap-taps spelled out the story of an accident. Warren's father had not returned from a trapping trip when he was expected. After waiting for a day, Warren had gone to look for his father

and had found him with his foot caught in the jaws of a bear trap. His foot was badly hurt.

Warren had freed his father and had taken him to the cabin, but the injured man needed a doctor badly.

Alarmed and excited, Jerry ran to tell his father what he had heard.

Part 3

“Tell Warren that his father must be kept warm,” said Jerry's father. “In the meantime I'll put in a long-distance telephone call to my friend Dr. Martin. He lives only a hundred miles south of Warren's home, and he has a plane.”

All that afternoon Jerry tapped out his father's directions for taking care of the injured man. He sent messages from himself to cheer Warren up.

Shortly before dinner Jerry heard his friend's call. “HEAR – PLANE. SIGNING – OFF. BACK – LATER.”

Impatiently Jerry waited for the next call—one, two, and three hours. Finally the message came. “DR. – MARTIN – HERE. BROKEN – BONES – SET. MY – FATHER – WILL – RECOVER. THANKS – PAL.”

Jerry turned happily to his father and remarked, “Well, Dad, it took the help of doctors and ‘ham’ operators, broadcasting and receiving sets, long-distance telephone calls, and airplanes, but we did the job!”

Three titles are suggested for each part of the story.

Underline the title that seems best for each part.

Part 1

Radio Pals
Strange Bedfellows
Radio Broadcasting

Part 2

A Trapping Trip
Tap-Tappings
An Alarming Message

Part 3

A Dazed Boy
Help Through the Air
Flying North

A Tornado Does Strange Things

1. It may destroy one thing and not harm something beside it.
2. It may pick up heavy objects but not lightweight ones.
3. It may scatter the objects it picks up over many miles.
4. It may drive small weak objects into large tough ones.
5. It may strip off parts of objects and leave the rest.

Each incident below describes some peculiar thing a tornado did. Decide which thing mentioned in the numbered sentences is described and put the correct number in the blank.

5 Mr. Hill was plowing when he saw a tornado approaching. Panic-struck, he dived into a ditch.

As the storm sped past, he worried about his unprotected team of horses.

The team was safe and sound when the uproar had ceased. But the horses' harness was gone. It had vanished with the wind.

1 "Run down into the basement! A tornado is coming!" shrieked Andy's mother.

Andy remembered that his dog Whoof was outside. But it was too late to go and look for him! All during the storm Andy worried about his pet. He was sure that Whoof would be killed. When the wind and rain ceased, Andy ran to find Whoof.

Next to the doghouse a huge tree had fallen. But the doghouse was untouched. Inside was Whoof, shivering with fear, but still alive.

4 A tornado had passed through Sue's town a few hours before. Sue was out in the yard looking around when she saw an odd sight. The slashing wind had picked up a shingle and had driven it straight into the trunk of a large tree. So now the tree had a little shelf on it.

1 After a tornado had gone over Mr. Lane's farm, he started to look around. When he found that the house and barns had not been damaged, he went to see if anything had happened to his crops.

At first the corn seemed to be unhurt. But then, in the middle of the field, he saw something odd. The tornado had scooped out six rows of corn and left the rows on each side undamaged.

3 Mrs. Lawrence had put two new chairs out in her front yard. When a tornado passed through the town, they disappeared. Mrs. Lawrence found one of the chairs in a vacant lot in the next block. But she could not find the other chair anywhere.

Several days later Mrs. Lawrence was driving through the country. There, dumped in the middle of a field, she saw her other chair!

2 As Mr. Grogan was driving home from work, he saw a huge purple cloud that had a long curved tail on it. He immediately stopped the car and ran to a nearby barn. He stood in the barn while the wind raged around. Suddenly the wind lifted the barn right up into the air, leaving Mr. Grogan unharmed but standing in the open.

Three Interesting Animals

The safety of some wild animals is not often in danger. They can roam about with complete freedom, attending to their own business. Nature has given them a means of protecting themselves from their enemies.

One such creature is the very easy-going, glossy, black-and-white skunk. The wise animals never bother him, for they know that he carries an unusual kind of squirt gun!

Whenever animals annoy the skunk, he squirts his gun at them. His aim is good, and his squirt has enough force to hit an enemy as far as ten feet away.

A skunk is a friendly animal and does not use his squirt gun unless his safety is threatened. When he does use it, he always gives his enemy fair warning. First he turns his back to the enemy. Next, he stamps his front paws on the ground. Then very slowly he begins to raise his bushy tail. That is the final warning. Any animal with good sense will flee in the opposite direction.

Another creature that animals hesitate to bother is the porcupine. He moves in a slow and awkward manner and has a stupid appearance. Yet larger animals do not often prey upon him. They know about his dangerous quills!

These needlelike quills are mixed in with the hair on the porcupine's back and tail. They usually lie flat, but when Porky becomes alarmed, the quills stand up straight.

If an animal ventures too close and touches the tips of the quills, he will be sad and sorry. The quills are loosely fastened. When touched they will come out of the porcupine's body and pierce the skin of the unfortunate animal. The quills are very painful, and if the animal does not get them out, he may die.

It might appear that the ocean-dwelling octopus with its eight long sucker-lined arms would not need any other means of protecting itself. But nature gave it still another way.

The octopus is able to form a kind of smoke screen under the water. It squirts something from inside its body that darkens the surrounding water.

When an enemy comes too close for comfort, the octopus sends out his smoke screen. It contains something that will destroy an animal's sense of smell. An enemy that cannot smell has difficulty in telling where the octopus is. Then, too, behind this smoke screen the octopus can sneak away and hide until his enemy has left the vicinity.

Check the sentence below that most completely states the main idea of the article.

---- The skunk, the porcupine, and the octopus are not often preyed upon by their enemies.

---- The unusual means by which the skunk, the porcupine, and the octopus protect themselves very often kills their enemies.

---- Because nature has given them a means of protecting themselves, the porcupine, the octopus, and the skunk are friendly animals.

✓ ---- The skunk, the porcupine, and the octopus have quite unusual means for protecting themselves.

What Is the Main Idea?

Read the fables. Then read the wise sayings. Find the moral for each fable and number it to match the fable.

1

A young cock was once strutting about in the barnyard midst the turkeys and hens and ducks and drakes. All at once he noticed something glittering in a pile of straw.

"Oho," he cheeped, "that's for me." And he proceeded to scratch about in the straw until the shining object was completely uncovered. What did it turn out to be but a lovely, pure-white pearl that by some chance had been lost in the barnyard!

The cock looked at the beautiful pearl curiously. "I suppose that people who prize such things would think this is a valuable treasure," he remarked. "But as for me, I would rather have a single grain of good corn than a peck of pure-white pearls."

2

There was once a man who had not a hair on his head. One hot summer's eve he was much annoyed by a fly that kept buzzing about his head and stinging him. He sought to hit his little enemy, but—plop—his hand only came down upon his own bare head. When the fly later renewed its attack, the man refused to pay any attention to it.

3

A pot of honey was once overturned in a kitchen, and the sticky sweet stuff spilled over the edge of the table and onto the floor. In a short time some flies discovered the honey and came to eat it. It was so sticky, however, that their feet caught in it, and they could not fly away. Soon they all choked to death or drowned.

4

In a field one glorious summer's day a young grasshopper was hopping hither and thither chirping joyously. An ant passed by carrying a grain of corn to its nest.

"Why not come and chat with me instead of toiling away like that?" asked the grasshopper.

"I'm fetching food to our nest so that we will be able to endure the winter," said the ant. "I suspect that you had better do it, too."

"Why do you concern yourself about the future?" inquired the grasshopper. "We have plenty to eat at present."

But the ant went on its way and did not cease toiling. When winter came, the grasshopper had no food, but the ants had all they required.

- It is not only fine feathers that make fine birds.
- 2 - You will only injure yourself if you take notice of worthless enemies.
- Please all and you will please none.
- 3 - Greediness can cause ill fortune.
- 1 - Precious things are for those who can prize them.
- Do not put your faith in flatterers.
- 4 - It is best to prepare for a time of need.

The Vanished Buffalo



Even though you might want to see a buffalo, you could travel back and forth across the plains dozens of times today and chances are that you would never see one.

Yet in 1846, a little over one hundred years ago, four enormous herds were roaming the plains east of the Rocky Mountains. These herds ranged from the boundary between Canada and the

United States to the northern part of the state of Texas.

Almost as many buffaloes were on the plains at that time as there are people in the United States today. One man reported seeing a herd 25 miles wide and 40 miles long!

The plight of the buffaloes at the time the plains were being settled was a sad one. There was not enough room on the prairies for both the huge roaming herds and the many people who wanted to build houses there and settle down. The buffaloes often stampeded, trampling fences, crops, farm buildings, and even railroad trains under their hoofs.

The settlers also wanted to get rid of the buffaloes because the Indians on the plains depended on these animals for food. If the buffaloes were gone, the Indians would be forced to seek other hunting grounds.

Then, too, buffalo hides brought a high price in the Eastern markets, and the plainsmen needed money for supplies.

So, without pity, the buffaloes were shot down, thousands at a time. By 1882, just a little less than forty years later, the four huge herds were things of the past.

Check the sentence that gives the main reason for the vanishing of the buffaloes.

---- Buffalo herds were killed off to provide food for the pioneers.

---- The best place to see a buffalo now is in a zoo or national park.

---- The stampeding buffaloes were a danger to wagon trains.

---- The plains with their huge roaming herds of buffaloes were good hunting grounds for the Indians.

☒ The pioneers could not continue to settle the prairies unless they destroyed the buffaloes or reduced the size of the buffalo herds.

---- Railroads could neither be built nor operated safely while buffalo herds roamed the prairies.

---- The sale of buffalo hides provided the plainsmen with a source of money.

The Life of Benjamin Franklin

3 Benjamin Franklin, the son of a candlemaker, was born in Boston in 1706. Though he attended school less than two years, he was a great reader. At twelve, he was apprenticed to his older brother to learn the printing trade. He worked hard but also persisted in his reading and studying. At night he secretly wrote articles.

1 At seventeen, Benjamin ran away from his brother's home and went to Philadelphia. By working energetically and saving his pennies, Benjamin was able to buy and become the editor of a newspaper. He made the paper famous through his clever, daring, and humorous articles on questions of the day. Later this paper became a weekly magazine that is still issued today.

9 Franklin was noted for his common sense. Many of his wise comments have become familiar household sayings: "A penny saved is a penny earned"; "Never put off until tomorrow that which you can do today"; "Early to bed and early to rise, makes a man healthy, wealthy, and wise."

2 In Franklin's day electricity had not yet been harnessed to work for people. In fact, very little was known about this great force. Franklin was convinced that lightning and electricity were the

same, and he made a test to prove his point. He carried on various other scientific investigations and invented many things that are still used. Some of the best known are the rocking chair, street lamp, Franklin stove, and lightning rod.

11 Franklin always wanted to improve conditions in his country. He created the first library, where people who were unable to buy books could borrow them. Through his efforts a fire department and police service were developed. He was the first postmaster for the entire country and spent much energy in improving mail service and extending it to distant parts of the nation.

5 Benjamin Franklin will always be famous in American history for the great service he gave to his countrymen as a statesman during the early years of our government. After the United States had declared its independence from England, Franklin was sent to France to secure support for the young nation. When the new government of our country was being set up, he was summoned to help shape its course. His advice was sought by Washington and other leaders, who had great confidence in his honesty and wisdom. When he died in 1790 at the age of eighty-four, he was considered one of America's greatest men.

From the twelve topics below, choose the six that best fit the above paragraphs. Write the number of the topic before the paragraph it fits.

1. Franklin, the editor and writer
2. Franklin, the inventor
3. Franklin, the boy
4. Franklin, the runaway
5. Franklin, the statesman
6. Franklin, the man who experimented with electricity

7. Franklin, the reader
8. Franklin, the traveler
9. Franklin, the man of common sense
10. Franklin, the adviser of Washington
11. Franklin, the man who wanted to improve conditions
12. Franklin, the postmaster



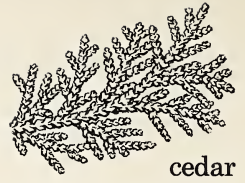
pine



spruce



hemlock



cedar

1. Trees can be divided into two groups: those with leaves that drop off at some season of each year and those with leaves that remain on the twigs for a much longer time. Trees that do not shed all their leaves at least once a year are called evergreens.

2. People value evergreen trees not only for use but also for beauty. In spring, summer, and autumn, their dark, rich green color causes the color of other trees to seem more delicate or more brilliant. In the winter, this dark-green background is often nature's only bit of color in an otherwise white countryside.

3. Animals and birds, if only they could talk, would tell you that they, too, value the fragrant evergreens. Perhaps you have seen squirrels crunching the seeds of the pine cones. During the winter months you will find many grateful birds using the boughs of the evergreens as a shield from the freezing wind.

4. When most people hear the word *evergreens*, they think only of trees with very narrow leaves, such as the pine,

cedar, spruce, or hemlock. There are, however, some evergreen trees with broad leaves, such as the palm and live oak. These trees live in regions where there are no sudden changes in season. They lose their leaves gradually.

5. The leaves on trees like the pine are called needles. A study of the shape and arrangement of the needles helps you know the name of the tree. The pine has long, slender needles that grow in clumps. The needles of the hemlock are short and flat and look as if they were arranged in rows along each side of the twig. Those of the cedar are flat and scaly and grow in fanlike sprays. The sharp needles of the spruce zigzag out in every direction from the twig.

6. There is an old Indian story about the long green "feather" at the top of the pine. A young chief, it seems, was once turned into a pine tree by some sort of magic, but he was allowed to keep his tall eagle feather. Even today you can see it, waving proudly above all the other trees in the forest.

Underline the sentence that expresses the *main* idea of each paragraph.

1

Some trees are called evergreens.
There are two main groups of trees.

2

Evergreens keep their color during the whole winter.

Many people value evergreens for their beauty of color.

3

Evergreens provide food and shelter for animals and birds.

Squirrels like to eat pine cones.

4

There are two types of evergreens.
Some evergreens grow in hot regions.

5

The needles of the pine are slender, hard, and long.

The needles help people recognize many evergreens.

6

An old Indian story tells about the pine tree and its top.

Pine trees have a "feather" at the top.

The Old Man and the Maiden

At the rim of a forest stood a birch-bark wigwam. Inside there was a fire that had burned down to a few coals.

An old man dressed in a wolfskin robe sat by the fire. His hair was white like frost, and his face was wrinkled.

The old man took a stick from the heap beside him and put it on the fire. In the glare of the blaze, his face looked as yellow as dried willow leaves. Wisps of smoke made billowing shadows on the roof. Outside the wind howled.

Twilight and darkness came, and still the old man sat. Before morning he had put his last stick on the fire. "When this has burnt, the fire will die," he said. He rested his head on his arm and shut his eyes.

Suddenly he woke. The wind had stopped, and he could hear footsteps. Then someone pushed aside the rawhide curtain that hung over the entrance.

A beautiful maiden stood in the doorway. She was as slender as a poplar tree. Her cheeks were as red as roses, and coal-black braids hung to her feet. Her robe was made of grass, and she was shod in moccasins made of lilies. As the maiden smiled, sunlight shone through the door behind her.

The old man frowned. "I am an old man who brings snow and cold. Who are you?"

"I am a maiden who brings warm winds and sweet flowers," said the girl.

"You must go away," said the old man. "If you do not, I shall frighten you with my coldness. When I blow my breath, white frost forms. The lakes and rivers are covered with ice."

The maiden smiled. "When I breathe, the air grows warm. The ice melts on lakes and rivers."

Warm sunlight poured through the doorway and fell on the old man's face. He seemed to shrink back as he spoke again. "When I shake my white hair, the air is filled with snow. Soon the earth is covered with snow."

The maiden said, "When I shake my hair, warm rain falls. Soon the snow melts, and the earth is green again."

The old man looked up with frightened eyes. "When I walk in the forest, cold winds blow. Leaves fall from the trees, and grasses die."

The maiden answered him, "When I walk in the forest, the warm sun shines. The trees put forth leaves, and flowers spring up."

Then she touched the old man gently. His eyes began to close, and he slumped to the floor. Smaller and smaller he grew, and his hair began to melt away. Soon he was invisible.

The maiden walked into the forest. Warm winds blew. The trees put out leaves, and flowers sprang up wherever the maiden stepped.

In many Indian tales, the characters stand for wonders of nature like the rain, the sun, and the seasons. In this story, who is the old man? Winter

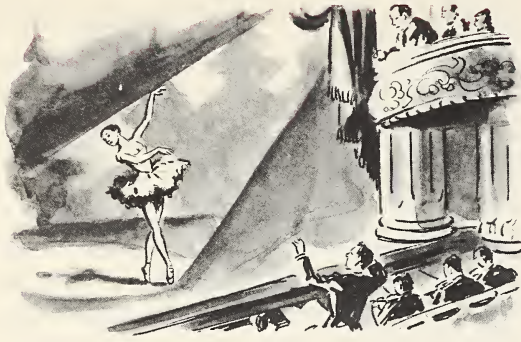
Who is the maiden? Spring

Why is the maiden dressed in grass and lilies? They grow in spring.

Why is the old man dressed in a wolf-skin? to keep warm

Why did the old man want the maiden to go away? because her coming meant his death

Adapted from *Myths of the Red Children* by Gilbert L. Wilson. Copyright, 1907, 1935, by Ginn and Company.



A Ballet Dancer

Anna Pavlova died in 1931, but her name still stands for the most wonderful dancing the world has ever seen. From the time she was eight years old, her heart was set on being a great dancer, and she never cared for anything else. Pavlova was born in Russia and was trained in the official school for ballet dancers. Though she quickly rose to be a great star in her own country, she was convinced that it was her mission to bring joy to people everywhere with her dancing. In 1907 she left Russia, never to return, and began a series of tours that took her all over the world. Her most famous dance was called "The Dying Swan."

as they accompanied their father on his visits to sickrooms. When Charles was nine and Will thirteen, they helped their father perform an emergency operation. After finishing college, the two young doctors worked as partners in a small hospital in Rochester. As the years passed, they found new and better ways to help the sick. Their fame spread, and patients came from all over the world. Doctors not only sent their most difficult cases to the Mayos but came to the Mayo hospital themselves for additional training. Both men died in 1939, but their work continues to be carried on in the hospital center that bears their name.



A Social Worker

Though accustomed to wealth, Jane Addams spent most of her life trying to help the unfortunate. She was born in 1860. Her earliest ambition was to be a doctor, but illness forced her to give up this idea. After leaving college, she made a trip abroad. In the cities she visited, she was more impressed by the hunger and unhappiness she saw than by famous landmarks. When she returned to this country, she went to Chicago to live and there founded the first settlement house in America. This was a place where working mothers could leave their babies, where young people could play games and receive instruction in music and painting, where strangers to this



Two Doctors

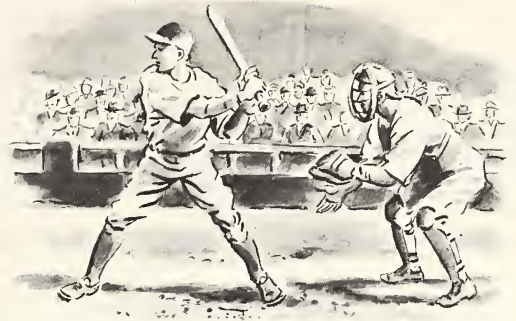
William and Charles Mayo were born in the 1860's and grew up in Rochester, Minnesota. Their father was a country doctor. Even while they were small, the boys absorbed practical knowledge

country could learn to be good citizens, where the hungry could get food, and where the sick could find help. Long before her death in 1935, Jane Addams was loved and honored the world over.



A Magician

Harry Houdini was born in Wisconsin in 1874. As a small boy he was fascinated by magic tricks that he saw at a circus. By the time he was nine, he had taught himself to be an expert magician. He also became a skillful “escape artist” by studying locks and training his muscles. One of his most famous tricks was to have himself tied with ropes and locked in a wooden box. The box was then bound with steel tapes and dropped into deep water. He freed himself in fifty-nine seconds. During the later years of his life he spent much effort trying to keep people from being fooled by dishonest men and women who pretended to have magic powers. He died in 1926.



A Baseball Player

Lou Gehrig was born in 1903 in a poor section of New York City. He was a fat, shy, awkward boy, and no one dreamed he would ever become famous. He loved to play baseball but seemed to have little natural talent for the game. However, he was unusually strong and a tireless worker. In high school and in college he began to excel other players. Later, as a member of the New York Yankees, he set many all-time batting records. Four times he was voted the most valuable player in the American League. Yet he was overshadowed by more colorful players like Babe Ruth. Not until Lou Gehrig was struck down by a strange illness did baseball fans give him the love and enthusiasm he had always longed for. When he died in 1941, all sports lovers mourned. He has gone down in sports history as one of baseball’s all-time “greats.”

Check the two sentences below that you think are true statements in the light of the facts given in the brief articles about these five people.

- ☐ People must have a great deal of wealth to succeed.
- ☒ It is possible to win fame and success in many different fields.
- ☐ All successful people have attended college.
- ☐ Famous people always show signs of greatness as small children.
- ☐ Only people in movies and sports become famous.
- ☒ To become famous, it is necessary to do something to benefit mankind.

Vowel Sounds and Syllables



stamp

1. 1
2. 1



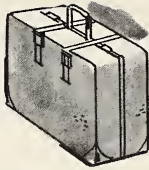
boat

1. 2
2. 1



pumpkin

1. 2
2. 2



suitcase

1. 4
2. 2



radio

1. 3
2. 3

1. How many vowel letters do you *see* in the name of the object?
2. How many vowel sounds do you *hear* in the name of the object?

The number of vowel sounds that you *hear* in a word tells you how many syllables there are in a word.

Say each word below and think of the number of vowel sounds you hear. Write in the blank the number of syllables each word has. The first three are done for you.

safe <u>1</u>	package <u>2</u>	chimney <u>2</u>	choice <u>1</u>
library <u>3</u>	worry <u>2</u>	squeeze <u>1</u>	advantage <u>3</u>
picnic <u>2</u>	aisle <u>1</u>	destroy <u>2</u>	obey <u>2</u>
pound <u>1</u>	bounce <u>1</u>	damp <u>1</u>	chipmunk <u>2</u>
bird <u>1</u>	porcupine <u>3</u>	stove <u>1</u>	glue <u>1</u>
encourage <u>3</u>	donkey <u>2</u>	safety <u>2</u>	thirsty <u>2</u>
sail <u>1</u>	selfish <u>2</u>	mushroom <u>2</u>	already <u>3</u>
magic <u>2</u>	pair <u>1</u>	exhibit <u>3</u>	radish <u>2</u>
nonsense <u>2</u>	sauce <u>1</u>	barn <u>1</u>	bridge <u>1</u>
fox <u>1</u>	exclaim <u>2</u>	electric <u>3</u>	quite <u>1</u>
ugly <u>2</u>	pillowcase <u>3</u>	sandwich <u>2</u>	inquire <u>2</u>
scream <u>1</u>	footprints <u>2</u>	attic <u>2</u>	escape <u>2</u>
satisfy <u>3</u>	dawn <u>1</u>	turnip <u>2</u>	slept <u>1</u>
fifteen <u>2</u>	admire <u>2</u>	tornado <u>3</u>	indeed <u>2</u>

Do You Know How to Divide Words into Syllables?

Here are three clues that will help you:

1. *can dy, mit ten*: first vowel element followed by two consonants.
2. *o pen, bea con, la dy*: first vowel element followed by a single consonant.
3. *bu gle, rum ble, strug gle*: final *le* preceded by a consonant.

Look at each word below and decide where the first syllable ends. Draw a line between the first and second syllable of the word. Put the number of the clue on the dotted line to show how you know where the first syllable ends. The first three words are done for you.

gar ba ge _1_	a ble _3_	ma ster _1_
han dle _3_	col lar _1_	pro nounce _2_
pu pil _2_	mu bble _3_	gi gle _3_
ho bb y _1_	mi rro r _1_	ma ple _3_
ba con _2_	ea ger _2_	pe pper _1_
el bow _1_	pi lot _2_	shu ffle _3_
wri nkle _3_	snug gle _3_	la zy _2_
ti ger _2_	per son _1_	bun dle _3_
ba by _2_	rea son _2_	cor ner _1_
ta ble _3_	a corn _2_	af ter _1_
bor row _1_	car go _1_	na ture _2_
tai lor _2_	ri fle _3_	cap tain _1_
pur pose _1_	simpl e _3_	am ble _3_
tan gle _3_	no tice _2_	ir on _2_

What Is the First Syllable?

Read each sentence and notice the underlined word in the sentence. Next, draw a line between the first and second syllable of the word that is printed below the sentence.

Mr. Wallace listened to the radio at breakfast because he enjoyed hearing music while he ate.

m u s i c

Howard did not intend to startle his mother when he suddenly turned on the television set.

s t a r t l e

Mr. Taylor found some big pieces of lumber and carried them into his basement workshop.

l u m b e r

During the first part of the train trip it rained hard, but later the rain turned into a drizzle.

d r i z z l e

The citizens of Cypress Village put thirty-six more parking meters along the main street.

m e t e r s

Robert bought some perfume at the department store. It was for his aunt's Christmas gift.

p e r f u m e

Mrs. Warren tried again and again to poke the string through the eye of the large needle.

n e e d l e

The frisky young colts kicked up their heels and started to gallop around the pasture.

g a l l o p

After business hours no sounds were heard in the large department store—just silence.

s i l e n c e

Nancy Gordon counted her money and decided to treat her sister to a chocolate ice-cream soda.

s o d a

Mrs. Matthews made her daughter a dainty pink-and-white-striped dress to wear to the party.

d a i n t y

During the violent windstorm, the brick chimney of the town hall toppled to the ground.

t o p p l e d

Sarah's grandmother polished the old-fashioned silver ladle until it sparkled in the sunlight.

l a d l e

"I can't locate the town on this small map," said Aunt Ellen. "But I think I could find it on a larger map."

l o c a t e

Special Clues to Syllables in Words

When you see a consonant blend or the letters *ch*, *sh*, *th*, or *ck* together in a word, be careful! Here are some clues that will help you divide such words into syllables.

1. *re ply*, *a fraid*, *chil dren*, *de stroy*: syllables in a word do not often break between consonant blends.
2. *oth er*, *ei ther*, *bush el*, *a shamed*: syllables in a word do not often break between the letters *ch*, *th*, *sh*; these letters may go with either the first or last syllable.
3. *jack et*, *buck le*: syllables in a word do not break between the letters *ck*, and *ck* goes with the preceding vowel.

Read each sentence. Then draw a line between the first and last syllable of the word printed below the sentence. Write on the line the number of the above statement that helped you.

Ted explored the new house from the attic to the basement.

e x p l o r e d ¹ _ _ _

When Don threw the log on the fire, the wood began to crackle.

c r a c k l e ³ _ _ _

Tony and his brother found a secret drawer in the old desk.

s e c r e t ¹ _ _ _

"Put the roses in water before they wither," my mother instructed me.

w i t h e r ² _ _ _

The medicine gave the suffering man instant relief from pain.

i n s t a n t ¹ _ _ _

On Tuesday Mrs. Brooks picked two buckets of apples; on Wednesday she canned the apples.

b u c k e t s ³ _ _ _

Rose tried to instruct the small boy how to make the airplane.

i n s t r u c t ¹ _ _ _

The customer became impatient when his package could not be found.

p a c k a g e ³ _ _ _

The usher showed the people to their seats in the church.

u s h e r ² _ _ _

Everyone in Jay's class took part in the assembly program.

p r o g r a m ¹ _ _ _

"If you're hungry, why don't you fix a chicken sandwich?" Mrs. Scott asked her daughter.

c h i c k e n ³ _ _ _

Mike and Dave decided that neither plan would work.

n e i t h e r ² _ _ _

Can You Hear the Accented Syllable in a Word?



If you are calling to someone quite far away, which part of the word *hello*—the first or the second syllable—would you emphasize with your voice? When you emphasize the last syllable of *hello*, you stress the vowel sound in that syllable more than the vowel sound in the first syllable, don't you? And when we stress the vowel sound in a syllable of a word, we say that we *accent* that syllable.

One syllable of each word below is accented more than the other syllable. Sometimes it is the first syllable, as in *foolish* or *moment*. Sometimes it is the last syllable, as in *asleep* or *parade*. Put an accent mark after the accented syllable in each word below. The first two are done for you.

fool^ˈishex^ˈplainto^ˈnighttwen^ˈtya^ˈsleephol^ˈlyfor^ˈgeta^ˈgoer^ˈrandcer^ˈtainrib^ˈbonEast^ˈerTues^ˈdayfar^ˈtherbea^ˈverar^ˈrangea^ˈlonesup^ˈpercon^ˈtainjin^ˈglekitch^ˈenbe^ˈhavecir^ˈclewel^ˈcomear^ˈrivelis^ˈtenbe^ˈcamea^ˈgainstbe^ˈtweenrob^ˈinde^ˈlightles^ˈsonmo^ˈmentat^ˈtenda^ˈpronfid^ˈdlein^ˈviteper^ˈhapsa^ˈshamedfol^ˈlowsprin^ˈklepro^ˈvidebirth^ˈdayre^ˈplysup^ˈposedin^ˈnera^ˈmusehun^ˈdred

Unaccented Syllables

The first syllable in each of the following words is accented, and the last syllable is unaccented. You will notice that the vowel sound in each of the unaccented syllables is the same, even though the vowel letters representing it are different. This is a soft, reduced vowel sound called a *schwa*.

can'v <u>a</u> s	tak'e <u>n</u>	squir'r <u>e</u> l
cac't <u>u</u> s	com'm <u>o</u> n	care'f <u>u</u> l
fa'm <u>o</u> us	mo't <u>i</u> on	roy'al
ther'm <u>o</u> s	cap't <u>a</u> in	A'pr <u>i</u> l

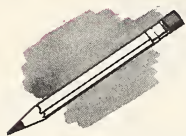
Pronounce each word below to yourself and listen for the schwa sound in the unaccented syllable. Be careful! The unaccented syllable may be either the first or the last syllable. Underline the vowel letter or letters that stand for the schwa sound. The first three are done for you.

<u>a</u> bout'	sum'm <u>o</u> n	per'i <u>l</u>	de'm <u>o</u> n
com plain'	ma rine'	com pose'	break'f <u>a</u> st
va'cant	serv'ant	fo'cus	gi'ant
blos'som	suf'fer	<u>a</u> lack'	bal loon'
si'lent	mil'li <u>o</u> n	king'dom	beck'on
bal'lot	pa'tient	o'cean	se rene'
ob tain'	weap'on	pa rade'	fire'man
sup pose'	can'yon	bliz'zard	stom'ach
trac'tor	jeal'ous	mad'am	<u>a</u> bide'
prob'lem	<u>a</u> s sure'	<u>a</u> broad'	cau'tious
sup port'	cho'rus	na'tion	po lite'
at tract'	<u>a</u> mount'	can'non	stir'rup
re'gion	sol'emn	par'rot	ov'en

The Schwa Sound and Symbol

What is the vowel letter in the unaccented syllable of these words?

What is the vowel sound in the unaccented syllable?



pen'cil (pen'səl)
vowel letter i
vowel sound schwa



po lice' (pə lēs')
vowel letter o
vowel sound schwa



tas'sel (tas'əl)
vowel letter e
vowel sound schwa



pa trol' (pə trōl')
vowel letter a
vowel sound schwa



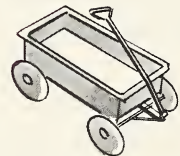
car'cass (kär'kəs)
vowel letter a
vowel sound schwa



maid'en (mād'en)
vowel letter e
vowel sound schwa



cir'cus (sēr'kəs)
vowel letter u
vowel sound schwa



wag'on (wag'en)
vowel letter o
vowel sound schwa

In pronunciations the schwa symbol (ə) may stand for the vowel sound in unaccented syllables.

Below you will find the spelling of one word and the pronunciation for two. Use the key at the bottom of the page to help you with the pronunciations. Then underline the pronunciation of the word for which the spelling is given.

apple	(ə pēl')	conceal	(<u>kən sēl'</u>) (koun'səl)	machine	(mā'sən) (<u>mə shēn'</u>)
carton	(<u>kär'tən</u>) (kär tün')	ravine	(rā'vən) (<u>rə vēn'</u>)	severe	(<u>sə vēr'</u>) (sev'er)
corral	(kôr'əl) (<u>kə ral'</u>)	comet	(kə mit') (<u>kom'it</u>)	camera	(kə mēr'ə) (<u>kam'er ə</u>)

hat, āge, cāre, fār; let, ēqual, tērm; it, ĭce; hot, ōpen, ōrder; oil, out; cup, pūt, rŭle, ūse; ch, child; ng, long;
sh, she; th, thin; ʒh, then; zh, measure; ə represents a in about, e in taken, i in pencil, o in lemon, u in circus.

Clues to Vowel Sounds in Accented Syllables

1. A single vowel letter at the beginning or in the middle of an accented syllable is a clue to a short vowel sound.
2. A single vowel letter at the end of an accented syllable is a clue to a long vowel sound.
3. Two vowel letters together in an accented syllable are a clue to a long vowel sound.
4. Two vowel letters in an accented syllable, one of which is final *e*, are a clue to a long vowel sound.
5. A vowel letter followed by *r* in an accented syllable is a clue to a vowel sound that is neither long nor short.

Look at the accented syllable in each word. After the word, put the number of the clue that tells you the vowel sound in that syllable. The first one is done for you.

bri'dle _2_

re duce' _4_

ex treme' _4_

writ'ten _1_

ac quaint'ed _3_

tur'key _5_

de par'ture _5_

arc'tic _5_

cab'bage _1_

sea'son _3_

bot'tle _1_

con fu'sion _2_

di vide' _4_

en clo'sure _2_

sub due' _4 or 3_

ca'per _2_

weav'er _3_

gar'bage _5_

a ware' _5_

a stride' _4_

val'u a ble _1_

af fec'tion _1_

dis play' _3_

pre serve' _5_

fu'ture _2_

bump'e ty _1_

al le'giance _2_

meg'a phone _1_

re late' _4_

ap proach' _3_

for sake' _4_

vi'o lent _2_

sum'mer _1_

com ple'tion _2_

pur'pose _5_

lone'ly _4_

de lay' _3_

a muse'ment _4_

har'vest ing _5_

com pare' _5_

por'trait _5_

dis grace' _4_

How Many Syllables Do You Hear?

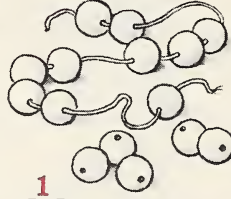
How many syllables do you hear in the name of each picture?
Write the number in the box.



4



3



1



5



3



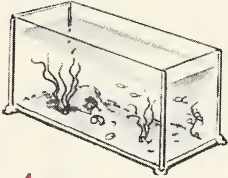
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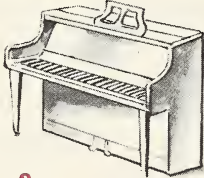
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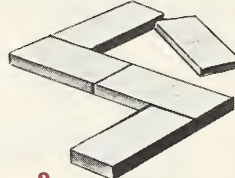
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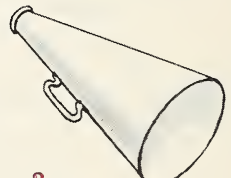
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3



3



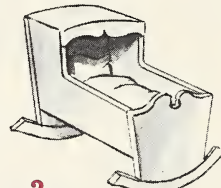
3



3



4



2



3

Write the number of syllables on the dotted line after the word.

modest 2

foundation 3

December 3

volunteer 3

activity 4

interfere 3

invitation 4

awe 1

regretfully 4

imagination 5

enlist 2

education 4

refreshments 3

instinctive 3

resemble 3

conquer 2

August 2

widower 3

corridor 3

observation 4

elfish 2

expression 3

transfusion 3

partridge 2

Cincinnati 4

stewardess 3

sieve 1

invisible 4

Halloween 3

transplant 2

What Do You Know about These Words?

Underneath each sentence are some questions about an underlined word. Read each sentence and answer the questions about the underlined word.

Mr. Johns tried to advise the boys who asked him for help.

How many vowels do you see? 3

How many vowels do you hear? 2

What is the *first* syllable?

-----ad-----

What is the *accented* syllable?

-----vise-----

What does *advise* mean?

amuse give advice to warn

The shiny, black beetle crawled along the window sill.

How many vowels do you see? 3

How many vowels do you hear? 2

What is the *first* syllable?

-----bee-----

What is the *accented* syllable?

-----bee-----

What does *beetle* mean?

insect snake dog

Mrs. Meadows picked some fragrant flowers in the garden.

How many vowels do you see? 2

How many vowels do you hear? 2

What is the *first* syllable?

-----fra-----

What is the *accented* syllable?

-----fra-----

What does *fragrant* mean?

sweet-smelling colorful frozen

Many book jackets were displayed on the bulletin board.

How many vowels do you see? 2

How many vowels do you hear? 2

What is the *first* syllable?

-----jack-----

What is the *accented* syllable?

-----jack-----

What does *jackets* mean?

coats tools outer coverings

Jane promised Susan that she would not reveal the secret.

How many vowels do you see? 3

How many vowels do you hear? 2

What is the *first* syllable?

-----re-----

What is the *accented* syllable?

-----veal-----

What does *reveal* mean?

hide forget tell

“John and Mike suggest that we go swimming,” reported Sam.

How many vowels do you see? 2

How many vowels do you hear? 2

What is the *first* syllable?

-----sug-----

What is the *accented* syllable?

-----gest-----

What does *suggest* mean?

prevent propose demand

Which Words Have about the Same Meaning?

Draw a line under the word below each sentence that has about the same meaning as the underlined word in the sentence.

"I'll be ready to go in a minute. I just have to tie my shoe," said Bob.

spell moment while

The judge ordered the guilty driver to pay a ten-dollar fine for speeding.

told coaxed commanded

"My aunt gave me a wrist watch for my birthday," said Andy with glee.

delight content pride

The poodle barked loudly at the girl, even though his owner tried vainly to quiet him.

approach calm advise

As they came along the sidewalk, the three boys were shuffling their feet in the fall leaves.

tapping dragging stamping

"This storm is terrible," exclaimed Ben. "I'm glad we decided to put off our camping trip until tomorrow."

beautiful noisy awful

In the early autumn, Susan often sat at the window and watched the brightly colored leaves whirling through the air.

falling floating spinning

When the alarm clock went off, Tim sprang from his bed and began dressing for the hunting trip.

climbed bounded tumbled

As the storm reached its height, Joe heard hailstones striking the windows.

hitting cracking smashing

The night was so foggy that it was impossible to see the road.

dark misty cloudy

Since the cottage had been empty for a year, Mr. Hill decided to sell it.

untidy occupied vacant

Dick complained because he had to spend Saturday afternoon cleaning the garage instead of playing baseball.

rejoiced joked grumbled

"I'll ride through the countryside near Boston to alarm the people," announced Paul Revere.

save warn annoy

When it suddenly started raining, Ruth rushed madly through the house closing all of the windows.

wildly angrily stupidly

"What?" bellowed Mr. Gray. "The train will be forty minutes late! How can I get to the office on time?"

whispered wailed roared

Thomas realized what his father had meant when he said that hard work had never hurt anyone.

guessed understood pretended

Which Word Would You Use?

Either of the two words in each box would complete the sentence above them, but only one of the words will answer the question correctly. Draw a line under that word.

Sarah ____ into the house to try on her new dress.

went skipped

Which word shows that Sarah was feeling very happy?

The boys lingered after school to ____ about the ball team.

argue talk

Which word shows that the boys disagreed about the ball team?

Mrs. Weaver ____ her dishes in the cupboard before she swept the kitchen.

arranged put

Which word shows that she set each dish in a special place?

Tiny hailstones ____ the roof of the ranch house.

hit peppered

Which word shows that the hailstones dropped thick and fast?

From her room Judy could hear the waves ____ against the rocks.

lapping pounding

Which word shows that the waves were not gentle?

As Robert went about his chores, he was ____ to himself.

muttering talking

Which word shows that Robert was complaining about something?

Sally ____ into the garage, searching for her little brother.

looked peered

Which word shows that the garage was dimly lighted?

Several homes near St. Louis were ____ by the tornado.

ruined damaged

Which word shows that the houses were unfit to live in after the storm?

At the State Fair Jim watched the ponies as they ____ around the ring.

pranced walked

Which word shows that the ponies moved gaily and proudly?

After James posted the letter, he got on his bike and ____ away.

sped rode

Which word does not show whether James went fast or slow?

In the western sky Jerry saw ____ flashes of lightning.

brilliant blinding

Which word shows that the flashes made Jerry blink his eyes?

Susanna ____ her father to buy the brown puppy.

asked urged

Which word shows that Susanna was most eager to have the puppy?

Different Ways of Saying Said

The missing word in each sentence is a word that is used in place of the word *said* to show how the person felt or spoke. Just one of the words below the sentence has the meaning asked for in the question. Draw a line under this word.

“I’ve torn my new pink silk dancing costume!” ____ Jill.

declared gasped howled

Which word tells you that Jill caught her breath as she spoke?

“I wish I could go to the movies with Jane,” ____ Molly.

sighed admitted answered

Which word tells you that Molly let out a deep breath as she spoke?

“Hi, there!” ____ Dan. “My pail is full of blackberries!”

shouted remarked laughed

Which word tells you that Dan was talking in a loud voice?

“All right. I’ll help you develop your pictures,” ____ Jack.

offered grumbled added

Which word tells you that Jack spoke in a complaining way?

“Dickie, you’re too little to handle a camera. Put it down,” ____ Phil.

murmured advised demanded

Which word tells you that Phil spoke in a stern voice?

“Please let me go to the basketball game tonight,” ____ Eddie.

suggested whispered begged

Which word tells you that Eddie was eager to go?

“I’m too sick to celebrate my birthday today,” ____ Elizabeth.

giggled croaked sobbed

Which word tells you that Elizabeth’s voice was deep and hoarse?

“My model plane was the biggest one at the show,” ____ Amos.

explained commented boasted

Which word tells you that Amos was proud of himself?

“Ouch! I pinched my finger in the car door!” ____ Denny.

reported groaned agreed

Which word tells you that Denny was in pain?

“Turn back! The ice is breaking!” ____ one of the skaters.

stated shrieked remarked

Which word tells you that the skater spoke in a high, frightened voice?

“Look! There’s a porcupine in the spruce tree!” ____ Tony.

advised murmured exclaimed

Which word tells you that Tony spoke suddenly in surprise?

“The hat that I made for myself would just fit a doll,” ____ Ann.

chuckled stammered sobbed

Which word tells you Ann thought her mistake was funny?

What Are They?

buildings	dishes	noises	states
clothes	fowls	regions	tastes
colors	furniture	seasons	tools
days	grains	shapes	trees
directions	months	sports	vegetables

The words *elephant*, *porcupine*, and *bear* are the names of animals.

Look at the words in each group and decide what they are. Find that name in the lists above and write it on the dotted line. The first one is done for you.

<i>trees</i>	furniture	tools	clothes
palm	bench	spade	sweater
spruce	desk	ax	bonnet
fir	sofa	plow	jacket
fowls	directions	seasons	vegetables
gander	southward	spring	squash
rooster	upward	summer	cabbage
drake	westward	autumn	beet
shapes	tastes	grains	noises
triangle	bitter	rice	buzz
square	sweet	corn	squeak
circle	sour	wheat	hoot
months	colors	days	states
June	scarlet	Monday	Nebraska
January	brown	Tuesday	New York
May	gray	Friday	Ohio
buildings	regions	dishes	sports
hotel	wilderness	plate	baseball
cottage	desert	cup	skating
prison	plain	bowl	shooting

Animal Names

We often use animal names in describing people, objects, or actions. Read the sentences on each part of the page and underline the missing word.

A white man dwelt in the midst of a lion-hearted tribe of Indians.

The members of the Indian tribe were very ____.

cranky brave meek

The Indian squaw punished the foxy youngster who stole the wild rice when her back was turned.

The youngster was ____.

earnest desperate crafty

The child was piggish, for he wanted more than his share of the candy.

The child was ____.

clever greedy thoughtless

The eagle-eyed squaw dwelt in her wigwam on the northern shore of Lake Huron.

The squaw was ____.

keen-sighted blind yellow-eyed

Mrs. Marshall pleaded with her son to stop his monkeyshines.

Mrs. Marshall pleaded with her son to stop being ____.

quarrelsome active mischievous

Stephen wanted to explore the farm immediately, but his mother told him to hold his horses.

Stephen was told to be ____.

fussy patient restless

In the shake of a lamb's tail the man captured the hawk.

The hawk was captured ____.

gently awkwardly instantly

The woman stirred up a wasp's nest when she asked the boys to stop playing ball on her empty lot.

The woman made the boys ____.

angry astonished confused

The woodsman watched the lurking beast like a hawk.

The woodsman watched the lurking beast ____.

absently briefly intently

Willie wormed his way through the narrow opening of the cave.

Willie ____ into the cave.

twitched crawled swam

The night watchman said, "Beware of that slim fellow, for he is a snake in the grass."

The watchman thought that the fellow was ____.

dishonest husky solemn

The brown cub shoved his sister with his forepaw and ate the lion's share of the food.

The brown cub ate the ____.

bones most least

Which Word Tells You?

Think of the meaning of each word in the sentence. Then write on the lines the words that answer the questions.

As the pale stars appeared, the mid-summer night was filled with mysterious forest rustlings.

Which word tells you the stars were not colorful? pale

Which word tells you the sounds were unusual? mysterious

Hundreds of the woodland creatures ventured out of their hiding places.

Which word tells you that there were many creatures? Hundreds

Which word tells you that it was risky for the woodland creatures to come out of hiding? ventured

With greedy eyes a silent-winged owl watched a weasel sneaking toward a chipmunk's burrow.

Which word tells you that the owl was eager for food? greedy

Which word tells you that the weasel wanted to be unseen? sneaking

The chipmunk was secure from the dreaded weasel as long as there was a faint light at the entrance of his tunnel.

Which word tells you the weasel was to be feared? dreaded

Which word tells you the light was dim? faint

Suddenly the small patch of light in the entrance was blacked out.

Which word tells you the light went out quickly? Suddenly

Which words tell you that the light disappeared? blacked out

The crafty weasel's keen nose led him into the tunnel toward his prey.

Which word tells you the weasel was sly? crafty

Which words tell you the weasel had a good sense of smell? keen nose

His panic increasing, the chipmunk scurried away from the weasel.

Which word tells you the chipmunk felt fear? panic

Which words tell you the chipmunk fled? scurried away

While the dreaded weasel squirmed through the tunnel, the chipmunk raced toward a secret back door.

Which word tells you that the weasel had to force his way through the small tunnel? squirmed

Which word tells you the back door was hidden? secret

As the weasel was getting ready to pounce on his prey, the chipmunk fled in terror.

Which word tells you that the weasel intended to eat the chipmunk? prey

Which word tells you the chipmunk ran rapidly away? fled

Just then a great horned owl swooped from a giant oak nearby and seized the hungry weasel.

Which word tells you the owl came down with a rush? swooped

Which word tells you the owl grabbed the weasel in his claws? seized

How Did the Animals Move?

Underline the word or expression below each paragraph that seems suitable in the light of what the paragraph tells you.

A mother mink was resolutely seeking food for her litter. Instinct made her move stealthily so she would not be seen or heard. The mink hugged the ground with her slim body as she went _____ along the bank of the stream.

floundering slinking

Poised on a low branch, a cougar waited for a doe to come within range. Suddenly the cougar _____ with his paw.

lashed out poked out

A deer crunching ripe apples in Mr. Dome's orchard suddenly heard a twig snap. Without stopping to investigate, the deer _____ away.

roamed bounded

A rabbit sat attentively at the entrance to its burrow. Its ears were erect, and its whiskers and sensitive nose were twitching. Suddenly it caught the scent of a fox. Quick as a wink the rabbit _____ into its hole.

waddled whisked

A missile thrown by a boy narrowly missed a squirrel on the ground. Chattering angrily, the squirrel _____ to its refuge in the top of a tall fir tree.

scampered pivoted

In a vicious fight with a grizzly bear, a mountain lion was shoved too close to the brink of a cliff and toppled into a stream. The outraged mountain lion _____ in the water.

paddled around threshed around

As a seal was lying on an ice floe, it noticed a polar bear coming close. Instinctively the seal _____ into the water.

zigzagged plunged

A herd of buffalo sniffed the smoke of an approaching forest fire. In a moment the whole herd was _____ in terror.

stampeding marching

Two cubs were struggling playfully over possession of an empty soup can. Tourists at a nearby motel laughed to see them _____.

creeping about frisking about

A black bear was being pursued by a swarm of angry bees. With its eyes closed tight, the old bruin _____ across the meadow.

ambled loped

A battle between two moose had just ended. The leg of one animal had been injured in the fray, but the injured moose managed to _____ to safety in the woods.

hobble pad

A ravenous condor had sighted a ram and two ewes on the mountainside three hundred feet below him. With a quick dive, the condor _____ upon his prey.

slipped quietly swooped down

A mouse was caught in a cage and was trying to find a way out. The poor little beast _____ from one side of the cage to the other.

inched its way darted nervously

Is It a Similar or Opposite Meaning?

Think of the meaning of the italicized word on each part of the page. Put *S* before each word that has a somewhat similar meaning. Put *O* before each word that has an almost opposite meaning. The first group is done for you.

evident facts

S known

O invisible

O concealed

S apparent

cleverly done

O clumsily

S expertly

O awkwardly

S skillfully

humorous story

S comical

S funny

S amusing

O sad

sluggish river

O swift

S slow-moving

O rapid

S lazy

tedious work

S tiresome

O pleasant

O agreeable

S wearisome

expensive coat

S costly

O cheap

S valuable

S high-priced

severity of rules

S harshness

S sternness

O gentleness

O mildness

ignorant person

O educated

S uninformed

O learned

S unschooled

courageous man

S undaunted

S brave

S plucky

O timid

sober talk

S earnest

S solemn

O merry

S serious

sleek fur

S smooth

O rough

S glossy

O shaggy

conclude a speech

O commence

O start

O begin

S finish

reckless actions

O cautious

S careless

O careful

O guarded

incensed woman

S wrathful

S indignant

S angered

S furious

bewildered child

S perplexed

S puzzled

O confident

S confused

extraordinary size

S remarkable

O usual

S exceptional

S uncommon

violent commotion

S confusion

S uproar

S disorder

S disturbance

glowering fighters

S scowling

S frowning

O smiling

O beaming

courteous guest

S gracious

O rude

O impudent

O uncivil

thoroughly mixed

S totally

S entirely

S completely

O partly

Why?

Check the two *best* endings for each sentence.

Traffic lights are put at busy street crossings because

- ☒ they signal drivers of approaching cars when to stop and when to go.
- ☐ they are electrically controlled.
- ☒ they help prevent accidents.

More cactuses than other plants grow in sections of the Southwest because

- ☒ there is little rainfall in this region.
- ☒ cactuses can survive long periods of hot, dry weather.
- ☐ cactuses have many thorns.

When tornadoes are likely to occur, the weather bureau sends out warnings about weather conditions because

- ☒ the warnings give people in the area time to prepare for possible storms.
- ☐ a tornado extends over a small area.
- ☒ the warnings may save lives.

Public libraries require borrowers of books to check them out because

- ☐ the librarians wish to know which books are the most popular.
- ☒ the borrower can then be reminded when a book is due.
- ☒ the librarians need to know whether or not a book is in the library.

Cave explorers often tie the end of a ball of string near the entrance and unwind the string as they go farther into a cave because

- ☒ it keeps them from getting lost.
- ☒ it measures how far they travel.
- ☐ the string may be needed for tying things.

Huge dams built on the rivers in our country are valuable because

- ☒ they supply water for irrigation.
- ☐ many men are employed in building them.
- ☒ they help produce electric power.

The thick white fur of the polar bear is useful to him because

- ☒ it makes him almost invisible against the snow.
- ☐ it can be made into a bearskin rug.
- ☒ it helps him resist cold temperatures.

In many sections of the United States, tractors have replaced horses in farm work because

- ☒ machines do the work more quickly.
- ☒ one man can do more work with a tractor than with a team of horses.
- ☐ horses have to be shod.

People from all over the world visit Niagara Falls every year because

- ☐ the falls are on a river between the United States and Canada.
- ☒ the falls are an extraordinary natural wonder.
- ☒ the area has been made into a park for sightseers.

News of a disaster is spread more quickly today than it was one hundred years ago because

- ☒ people can hear the news on radio or television.
- ☐ worse disasters happen today.
- ☒ airplanes carry newspapers to distant places.

Darkness Helps Animals

If you are interested in watching wild animals in the fields and forests, the best time for your “animal watching” is, of course, at night. However, you will see many more animals on a night when there is only starlight than you will on a night when there is bright moonlight. The large number of animals abroad on a dark night is often amazing.

Most animals, like people, see better in the daytime than at night. But darkness helps animals in so many ways that it more than makes up for the fact that they cannot see clearly. One by one, as the glow of the western sunset becomes dim, most land animals come forth in search of food. In the darkness they recognize their surroundings by sounds and smells.

There are many more animals out at night than in the daytime. The darkness seems to make them feel more secure. Other animals cannot see them easily, and some of their enemies are asleep.

People are not likely to be in the fields and forests.

After the sun has set, the earth loses its daytime heat. The wind dies down, the temperature drops, and the air becomes damper. Sounds travel farther in the still, damp air. Keen animal ears can hear even the slightest movement of an advancing enemy. Friendly animal calls, such as a cricket’s chirping, are louder at night. When insects suddenly cease chirping, animals pause in alarm. Some enemy may be stalking through the nighttime wilderness.

Then, too, in the still, damp night air, scents remain in place or drift very gradually along the ground. This is of great help to animals, since in the darkness they have to depend largely upon their noses and ears when they search for food. Scents seem stronger at night. Animals are warned of an advancing enemy. Frequently, but not always, they can flee before it is too late.

Put a check beside each sentence that gives a reason why many wild animals find that night is a good time to search for food.

- ✓
---- An approaching enemy can be recognized by its scent.
- Most animals cannot see as well at night.
- ✓
---- Daytime enemies are not likely to be about.
- ✓
---- The faintest sound of an enemy can be heard.
- The chirping of crickets sounds friendly.
- ✓
---- Animals cannot be spied easily by their enemies.
- People who enjoy “animal watching” may be about.
- ✓
---- The scent of food is easily detected.
- Enemies may be hiding in the darkness.

Four Regions in the United States



1

This region of Southern California is famous for its excellent weather. The temperature rarely drops below freezing. Fogs drifting in from the ocean keep the soil damp even in the dry season.



2

This region in Texas has no hills or valleys. The land is so level that it is possible to see for miles in every direction. In summer, the weather is hot and there is very little rainfall.



3

This region in the southern part of the United States is very flat. Rivers flow very slowly through it on their way to the sea. The soil is rich, but the land is so swampy that few people live here.



4

In this region of Vermont little valleys lie between high mountains. The soil is rich but rocky. Heavy snows fall during the cold winters. Summers are short with few hot days and much rainfall.

These statements apply to one or more of the regions described above. Put the correct number or numbers on each dotted line.

People living in this region might be lonesome. 2, 3

In summer, people come here seeking relief from hot weather. 1, 4

People who enjoy winter sports vacation here in winter. 4

Brooks and ponds are scarce. 2

Vegetable gardens are grown here during the winter season. 1

Crops that need many weeks to ripen cannot be grown here. 4

Most people would prefer not to spend a summer here. 2, 3

People who live here need warm winter clothing. 4

Young Edison Had His Reasons

As a youth in Port Huron, Michigan, Thomas Alva Edison was determined to earn money—not to spend on toys and candy but to buy the materials required for his experiments. He finally obtained his mother’s permission to take a job as newsboy on the Grand Trunk Railroad.

The train on which Alva worked as a newsboy left Port Huron early in the morning. It arrived in a nearby city shortly before noon. The train did not start back to Port Huron until late in the afternoon. The long wait in the city gave Alva an opportunity to read in the library and to buy new materials for his inventions.

The only fault Alva could find with his job was that he had too much extra time on his hands. He decided to set up a workshop for himself in the baggage car, in the space that had been given him for his newspapers. In order to spend even more time in his workshop, he hired a boy to assist him. With a partner to attend to the papers, young Alva could experiment to his heart’s content.

One day Alva obtained an old printing press and set it up in his shop. The idea of printing his own newspaper had occurred to him. So he gathered bits of news from stationmasters along the way and put out a little weekly newspaper, which sold for three cents. With the money he made from this paper, he bought more materials in order to perform more experiments.

He was testing an invention one day when the train gave a jerk, and some of his materials fell to the floor. Among them was something that set fire to the baggage car. Alva was frantically trying to put out the flames when one of the trainmen made his appearance. He got some water and extinguished the fire, scolding angrily all the while.

At the next station, he shoved Alva off the train and flung after him the printing press, inventions, and in fact, everything in the boy’s workshop. Then the man signaled the train on its way, leaving the future inventor standing among the ruins of his precious belongings.

Alva obtained a job as a newsboy because he wanted to earn money to buy materials for his experiments.

Alva enjoyed the job because he had an opportunity to read in the library and to buy new materials.

Alva decided to set up a workshop on the train because he had too much extra time on his hands.

Alva got a boy to aid with the newspaper work because he wanted to spend more time in his workshop.

Alva printed and sold his own paper because he wanted to earn more money to buy materials for his experiments.

Alva had to find a new workshop because he was thrown off the train after he set fire to the baggage car.

Which Attachment Will Be Used?



1



2



3



4

This wide brush has short, stiff bristles. As the brush sucks up the dust, it makes quick work of cleaning bare surfaces like floors and walls.

This wide attachment has no bristles. As it glides over rugs, it sucks up surface dust and deep-down dirt. It easily removes threads or dog hair.

This small dusting brush has long, soft bristles that reach into places where dust collects. It will not scratch the surfaces that it cleans.

This attachment does not have bristles. It is fine for cleaning articles made of cloth, because it sucks up any dust that has settled on the cloth.



5



6



7

This flat tool attachment has no bristles. Because of its shape, it is useful for cleaning hard-to-get-at places. When it is attached to the cleaner, it will either blow air out or suck air in.

This is a sprayer. When the container is filled with a liquid and fastened to the hose, a mist-like spray can be blown from this attachment.

This attachment may be used as a scrubber. A brush with stiff bristles spins around, or a pad of lamb's wool, called a buffer, may be snapped into place. As the buffer spins, it polishes any smooth surface to a glossy finish.

As Mrs. French walked toward the table, she slipped on the newly polished floor and lost her balance. She did not fall, and she managed to hold on to the china sugar bowl. But sugar flew in every direction and spread over the bare floor. "Oh, dear! My guests are almost due," she thought. "I'm glad I've a vacuum that will clean this up quickly."

Which attachment would Mrs. French use? 1

"This old radio that Uncle gave me works fine, but it's very dusty inside," said Henry. "If I use the vacuum, I can blow out the dust without damaging any of the parts."

Which attachment would Henry find useful? 5

"I'm glad this sewing is done," said Mrs. Towne as she carefully hung her new dress in the closet. "Now I must get out the vacuum to pick up these tiny bits of material from the rug."

Which attachment would Mrs. Towne use? 2

"Oh, Mother!" cried Nora. "My kitty is lying on our velvet chair!"

Nora began to scold the kitten. But her mother said, "You shouldn't blame your kitten. It hasn't been trained to keep off the chair. Besides, no harm has been done. If you will just get the vacuum, I can whisk the hair right off."

Which part should Nora attach to the vacuum hose? 4

"Those fenders really sparkle now!" exclaimed Mr. Joseph, looking at his car approvingly. "Without this handy attachment I couldn't have done half as good a job!"

Which attachment was used by Mr. Joseph? 7

At a sale Mrs. Peppers bought a set of old books bound in fine leather. "I don't know why anyone permitted these beautiful books to become so dusty!" she muttered in disgust. "It's fortunate that I have just the right tool to clean them."

Which cleaner attachment did Mrs. Peppers mean? 3

Why Did They Say What They Did?

Read each part of the page below. Draw a line under the clues to why the speaker said what he did in the last sentence of each part.

On Wednesday night Mr. Hollyberry drove home in an expensive new car. His family and his neighbors examined it and admired it. Then he drove into the garage. As he locked the garage door, he muttered, "That car is such a tight fit that it takes an expert to get it through this door." I'll tinker with the door frame and try to widen the doorway before I take the car out again."

On his way home from work the next day, he bought a new aluminum door at the lumberyard. Since this door was wider than the old one, it would not fit into the old frame.

That night Mr. Hollyberry took Mr. Fisher out to see the new car and to discuss plans for widening the doorway. When they got inside the garage, Mr. Hollyberry noticed a scratch on one of the fenders. "Well," he said, "I see some member of this family has more nerve than I."

Mr. Hill was exhausted and in a bad temper when he came home from the factory. But when he saw that the yard was mowed and the garden weeded, his mood improved.

Smiling approvingly, Mr. Hill called his sons, Art and Ben, into the house to thank them. When they arrived, Art had on his new sport jacket and carried a magazine under his arm. Ben, however, was wearing his old blue jeans and had grease and dirt on his hands.

One glance was enough. "Thank you, Ben," said Mr. Hill.

Mr. Huntington looked out the window of the warm bunkhouse and saw a large flock of sheep huddled close to the cedar windbreak.

"My, but it must be cold today," he remarked to himself.

Buster, Martha Robertson's new pup, was very lovable, but he was also a problem. Buster was lonesome for his mother and bewildered by his strange new surroundings.

Martha's father had built a cozy little house for Buster in the back yard, and in the daytime he seldom barked. But at night it was another story! Buster yipped, yelped, cried, and howled. After the first night Mr. Robertson said, "I can't spend all my time apologizing to the neighbors. Let's keep Buster in the kitchen at night until he gets used to us."

At suppertime Buster began to bark. Mr. Robertson said, "Martha, you had better bring Buster into the house. It must be commencing to get dark."

"Oh, dear!" sputtered Mrs. Huffman. "The old spring on this screen door is driving me crazy. It screeches every time the door opens. I bought a new spring and a box of screws at the hardware store, but I can't put it on."

Two hours later Mrs. Huffman saw a screwdriver and a half-empty box of screws on the kitchen table. "Well," she chuckled, "my husband must have overheard me."

A Famous River Race

In the days of Samuel Clemens, better known as Mark Twain, life on a steamboat plying the Mississippi River was a thrilling adventure. One of the most exciting events of that period was a race between two of the fastest river boats.

The *Natchez* had steamed up the river from New Orleans to St. Louis in three days, twenty-one hours, and fifty-eight minutes. John Cannon, captain of the *Robert E. Lee*, felt sure that he could beat this time and challenged the captain of the *Natchez* to a race.

In order to make his vessel as light as possible, Captain Cannon took no passengers on board; he did not carry the usual bales of cotton and tobacco up from the gulf. Moreover, he had crews with supplies of coal waiting on floats along the river so that the boat would not have to put in to shore for coal.

The race began in midafternoon on June 30, 1870. All over the nation people waited eagerly for news. The river's banks were lined with cheering men, women, and children as the boats churned their way upstream.

Being lighter than the *Natchez*, the *Lee* jumped into an early lead. For three days the race continued, with the

boats traveling at full steam. They were in sight of each other the whole time, except for short spaces when bends in the river hid one or the other from view.

Then, only a few hours from its goal, the *Natchez* hit a snag and ran aground on a fog-hidden reef avoided by the *Lee*. The *Lee* steamed proudly into St. Louis exactly three days, eighteen hours, and thirty minutes after she had left New Orleans. Bells clanged, and spectators hailed the boat named after the general who as an army engineer had prevented the river from changing its course and St. Louis from becoming an inland town.

The *Lee* had made a distinguished record—one that brought honor to all rivermen. However, the great day of the river steamboat was drawing to a close. The railroads won the profitable passenger and freight business from the river boats. Gradually the scarlet velvet on the gold-painted sofas in the drawing rooms of the old boats became worn and faded. The furnishings of the few new steamboats were far less grand than the old boats' furnishings had been.

There are boats on the river today. But they are not the white birds with gold-spangled wings that bewitched young Samuel Clemens.

Why did Captain Cannon challenge the captain of the *Natchez* to a race? He felt sure he could beat the *Natchez*.

Why did Captain Cannon arrange for coal to be ready on floats? The boat would not have to put in to shore for coal.

Why did the *Lee* soon pull ahead? It was lighter than the *Natchez*.

Why was the *Natchez* delayed? It hit a snag and ran aground.

Why did navigation of the Mississippi become less important? Railroads won the profitable passenger and freight business.

What Is the Correct Sequence?

Read this article about Robert Fulton. Then read the four sentences at the bottom of the page. Each sentence tells of an event in Fulton's life. Number the sentences to show the order in which each event occurred.

When Robert Fulton was still a boy, he dreamed of big boats. He dreamed about ships propelled by a power surer than that provided by wind-blown sails and faster and easier than that provided by man-operated poles or oars.

Sometimes young Robert and a friend used a big, flat-bottomed rowboat when they went fishing. And as the two boys poled the heavy boat upstream, Robert argued that there must be a better way to move it. When he was fourteen, he amazed his friend by fitting the rowboat with two paddle wheels that an operator could move with a double crank.

By the time Fulton was twenty-one, he had decided to become a painter, so he went abroad to study art. He soon changed his plans, because everywhere he went, people were talking about the steam engine and ways to use it.

In France, Robert Fulton met Robert Livingston, who was much interested in building a boat that would travel at the speed of five miles an hour and yet be large enough to carry cargo and passengers. The two men became partners and attacked the problem. In 1803 they rented a steam engine and built a boat, but there was no room for passengers or cargo. On its test run the boat went at a speed of six miles an hour.

Encouraged by the successful test of their small boat in France, Fulton and Livingston decided that they would build a large steam-propelled one in America. Fulton returned to New York to direct the work.

The ship that he and Livingston had planned in France was to be a river craft, powered by steam and big enough to carry cargo and passengers. People jeered at the boat before its completion and called it "Fulton's Folly." Their jeers changed to shouts of praise as "Fulton's Folly" triumphantly made its test run in 1807 at a speed of almost five miles an hour.

Convinced that steam-powered boats would become increasingly important in the future, Fulton and his partner built steamboat after steamboat. As they did so, they made the boats better. Each new model was wider and longer than the one before. A shelter was put on the deck for the passengers, the paddle wheels were covered, and the engine put below deck. In 1811 a steamboat built by Fulton and a different partner made its first trip on the Ohio River. When Robert Fulton died in 1815, the dream he dreamed as a youngster had come true. Seventeen of his ships were on the rivers of the United States.

- ...3... Fulton and a partner completed their first large steamboat.
- ...1... Fulton propelled a rowboat with paddles that were turned by a double hand crank.
- ...4... Fulton's steamship company built bigger and better boats.
- ...2... Fulton and one of his partners successfully tested a small steam-powered boat.

Step by Step



1

Magicians frequently amaze audiences by seeming to pick an article from the air.

If you would like to amaze friends by performing the feat that the magician in Picture 2 has just performed, prepare for it in this way.

Tie one end of a black thread to a small silk handkerchief and tie the other end of the thread to a button on your shirt. Be sure that you wear a dark-colored shirt. Then roll up your shirt sleeves above the elbow and conceal the handkerchief by stuffing it up under your left sleeve. You are now ready to appear before your friends.



2

Stand in a dimly lighted corner of the room, far enough away from your audience so that the thread will not be seen. Then announce that you intend to pick a handkerchief from the air.

After you have started talking, catch the thread between the thumb and first finger of each hand. Next, stretch out your right arm quickly. The thread caught on the right thumb will jerk the handkerchief from the sleeve, carrying it through your left hand and to your right hand.

The silk handkerchief will move so suddenly that your audience will think it was actually produced from the air.

Number the steps below in the order in which you are told to do them in performing the trick.

-4- Hide the handkerchief under your shirt sleeve.

-1- Tie a black thread to a corner of a handkerchief.

-3- Roll up your sleeves.

-7- Catch the thread between the thumb and first finger of each hand.

-6- Tell your audience what you are going to do.

-2- Tie one end of the black thread to a button on your shirt.

-5- Stand in a corner of the room that is dimly lighted.

-8- Stretch out your right arm.



Our National Anthem

In 1814 the United States was at war with England. When the English fleet attacked the fort that guarded Baltimore, Francis Scott Key was on a ship where he watched the battle raging throughout the day and most of the night. After the battle, Key wrote the words for a song about the flag that had waved over the fort all through the fighting.

A companion who had been with Key on the ship persuaded him to have the words of the song printed on handbills. The handbills were passed out on the streets of Baltimore. Within two weeks the words of the song and the story of how they happened to be written were printed in the Baltimore newspapers.

Then the song was sung on the stage of a theater before a large audience.

Soon other newspapers throughout the country copied the stirring words from the Baltimore newspapers. Four months later the words and the tune of "The Star-Spangled Banner" had appeared in three song books and in a magazine.

For many years Francis Scott Key's song was played and sung, along with other songs about our country. People thought that one of these songs should be chosen the national anthem of the United States. But they could not agree on the one that would be best.

One hundred years after "The Star-Spangled Banner" had been written, a commission was formed to make plans for celebrating the song's birthday. The commission attempted to show people why Key's song should be the national anthem. Other interested groups thought that this plan was a good one and gave it their backing.

Seventeen years later, in 1931, the efforts of the commission were finally rewarded. An act passed by Congress made "The Star-Spangled Banner" the national anthem of the United States.

The sentences below tell about events that made Francis Scott Key's song famous. Number the sentences to show the order in which the events happened.

- _ 3 _ A Baltimore audience heard "The Star-Spangled Banner" performed on a stage.
- _ 6 _ A commission helped bring the song to people's attention.
- _ 4 _ Newspapers throughout the country printed the song.
- _ 1 _ "The Star-Spangled Banner" printed on handbills was passed out in Baltimore's streets.
- _ 7 _ Francis Scott Key's song became the national anthem.
- _ 5 _ The words and accompanying tune appeared in song books and a magazine.
- _ 2 _ The song and its story appeared in the Baltimore papers.

Chocolate Journey—From Bean to Bar

These two pages tell about some of the things that happen to cacao beans from the time they are grown on a plantation in Ecuador until they are bought as chocolate bars at a grocery store in the United States.

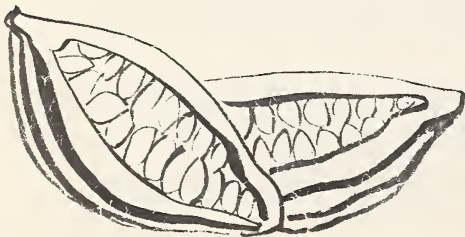
At the bottom of the next page, you will find eight steps in the “Chocolate Journey” after the beans are taken out of the pods. Number the steps in the correct order.



1. Chocolate is made from cacao beans. The tree that produces the beans is found only in warm, moist regions.



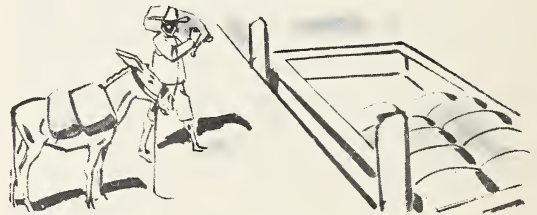
2. The beans grow in pods about eight inches long. Men slash the pods off the trunk and older branches of the tree with sharp, curved knives.



3. The pods are split and the beans removed. Heaped in mounds, they are left in the sun for several days to improve their flavor.



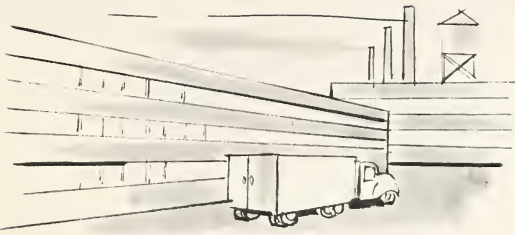
4. The beans are put into sacks and carried by mules to preserving sheds, where they are dried on bamboo trays.



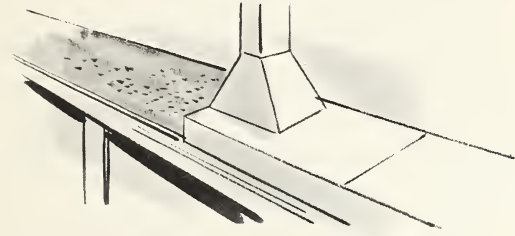
5. After being sorted, the dried cacao beans are put in large bags and taken by truck or by flatboat to the wharves in the cities.



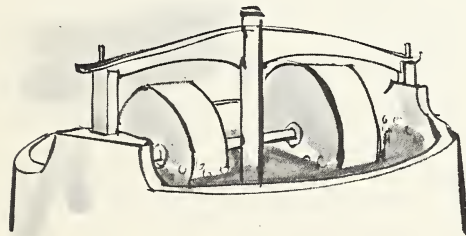
6. Ocean-going ships carry the cacao beans to the United States. At piers there, the bags are loaded onto waiting trucks.



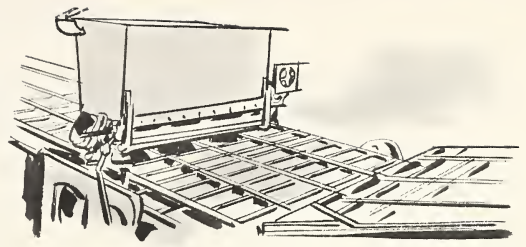
7. Trucks take the beans to a chocolate factory. Here the bags are opened, and the beans are put into storage tanks.



8. In the factory, endlessly moving belts carry the beans to a cleaning room and then on to huge ovens where they are roasted.



9. When the roasted beans are ground and crushed by machines, they become very soft and souplike. This happens because the beans contain such a large amount of natural fat.



10. The chocolate is poured into molds shaped like the bars of bitter chocolate. After cooling, the bars are packaged.



11. The chocolate bars are taken by train and truck to warehouses. From the warehouses, they are delivered to stores and shops all over the country.



12. When chocolate bars are bought in markets, they get two more rides before their journey is concluded. One is in the self-service cart, the other is in the housewife's car or hand, to her home.

6. Trains and trucks carry the chocolate bars to warehouses, then to stores.
3. Ocean liners carry the cacao beans to the United States.
1. Mules carry the gummy beans to the plantation sheds.
8. Chocolate bars are carried home by car or by hand.
2. Trucks and flatboats carry the crisp, dry beans to wharves in a city.
5. Moving belts take the beans through the factory.
7. Housewives carry chocolate bars in a self-service cart in the store.
4. Trucks take the beans from ships to the factory.

How Did Each Person Feel?

In each part of this page you are to decide how someone felt by what he thought, said, or did. Use one or more of the words at the top of the page or add some of your own.

amazed	contented	frightened	lazy	sorrowful
amused	delighted	furious	lonely	successful
annoyed	disappointed	guilty	proud	terrified
ashamed	dismayed	important	scared	timid
comfortable	embarrassed	joyful	shy	vexed

Brilliant sunlight flooded the bedroom when Joyce woke up. She stretched and yawned and yawned and stretched. Then she snuggled down into the bed covers and was apparently asleep.

But actually she wasn't. She was only lingering in bed. It was Saturday morning, and she had done her chores the night before.

Joyce felt comfortable, contented, lazy

Mary Jane ran into the house. "Oh, Mother!" she exclaimed. "One of the water-color pictures I painted in my art class is to be entered in the art show at the State Fair!"

Mary Jane felt delighted, joyful, proud, important, successful

About midnight Wilfred awakened so suddenly that he couldn't tell whether the sounds he heard were real or part of a dream.

His bedroom door was rattling. Rain was splashing against the windows, and wind was moaning in the old elm tree.

But what was that other sound? Was it the thumping of his heart?

Wilfred felt frightened, terrified, scared

"That pup is always glad when I get home from school," said Charlie to his good friend Paul. "But this is the first time he's managed to get into that high window so he could watch for me."

Charlie felt amused, surprised, pleased

Robert and Tom stood looking at the broken ornament. "Mother has told us not to practice our wrestling in here," said Robert.

"Yes," replied Tom. "I surely wish we had listened to her. That candlestick was her favorite."

The boys felt ashamed, sorrowful, guilty, dismayed

"Here are my children," said Mrs. Lever. "This is Phil."

"How do you do, Mrs. Weaver," said Phil politely.

"And this is my little daughter, June," continued Mrs. Lever.

But four-year-old June looked at the floor and did not say a word.

"Go on and say 'How do you do' to Mrs. Weaver," encouraged Phil. "You aren't tongue-tied."

June felt embarrassed, bashful, shy, timid

We Stress Words to Show Our Feelings

Abraham Lincoln speaks in each passage below. Read the passage and then draw a line under the word that best describes how Lincoln felt. Next, read the last paragraph of the passage again and underline the word or words that you would stress or emphasize in oral reading to bring out this feeling.

The new wife whom Thomas Lincoln brought back to Pigeon Creek, Indiana, in 1819, had many nice household things. Abe and his sister watched with interest as the boxes, trunks, and furniture were unloaded from the wagon.

As Abe helped with the unpacking of one of the boxes, he caught a glimpse of an arithmetic. He picked it up and exclaimed, "Here's a book!"

boastful delighted amused

Once when young Abe was sent on an errand to a neighboring community, he stayed all night with a Mr. Pitcher. After Abraham returned, he told his family of the visit.

"In Mr. Pitcher's house, there is one whole room with nothing in it but books! Mr. Pitcher showed them to me!" he exclaimed. "Someday I'm going to read books like that!"

contented bitter determined

There was a school about eight miles from the Pigeon Creek farm. As soon as Abe heard of it, he wanted to attend. But Mr. Lincoln needed his son at home to help with the digging of a new well.

"When the well is dug, Abe can go to school," said Mrs. Lincoln.

Abe's eyes brightened. "You mean I can really go to school and learn to read?" he asked.

overjoyed calm shocked

Abe read the passage to himself again and again. Occasionally he looked up from the Bible, letting his gaze wander over the fertile fields and wooded hills that surrounded his Indiana home. His mind struggled to grasp the thought of the printed words before him.

Finally Abe turned to his stepmother and remarked, "I think this is what it means."

secure unsure satisfied

"Oh, Abe," shouted Sally, "we have flapjacks this morning!"

Abe scrubbed his face and his hands and ran the comb through his thick dark hair. Then he sat down in front of the steaming, golden cakes.

"Your mother made these special for your breakfast, Abraham—your birthday breakfast," said his father.

"My birthday!" echoed Abe.

surprised heedless dismayed

Abe's little sister had some lunch for Abe, but she stayed out of sight behind a big tree until he had finished the speech he was making. The sturdy youth stood all alone on a stump at the edge of the field where he had been pulling fodder.

"Oh, Abe," the girl cried as she ran toward him. "That was a fine speech."

"Well," said Abe, "if you liked it, I reckon it was a good one."

displeased proud sheepish

The Way We Speak Reveals Our Mood

Each sentence tells something a person said and gives a hint of how the person felt as he spoke. Answer the question below the sentence by drawing a line under one of the three words.

"I'm very sorry that I lost your new hammer and saw," apologized Mr. Hill.

In what spirit did he speak?

spite distress triumph

"The safety record of this airplane pilot is incredible," marveled Mr. Beam.

In what spirit did he speak?

astonishment disgust envy

"I'll not eat my lunch until every box of oatmeal is in place," vowed the clerk.

In what spirit did she speak?

determination scorn frenzy

"You don't believe that dull old knife is any good, do you?" sneered Wilfred.

In what spirit did he speak?

doubt scorn curiosity

"I have a new baby sister, and she's the sweetest little baby you ever saw!" exclaimed Debbie.

In what spirit did she speak?

respect envy joy

"That pelting rain has turned our nice clear wading brook into a torrent," said Martha mournfully.

In what spirit did she speak?

dread sorrow bewilderment

"I wish we had a comfortable lawn chair like the one I saw on Dearborn Avenue," said Ann scowling.

In what spirit did she speak?

mischievous despair discontent

"Who yanked up all the tomato plants I set out yesterday?" roared Mr. Gray.

In what spirit did he speak?

discontent rivalry anger

"I lost the funnel you use to fill the fuel tank with gasoline," Ed confessed.

In what spirit did he speak?

confusion guilt spite

"The entire expanse of water is dotted with sailboats!" exclaimed Mr. Matthews.

In what spirit did he speak?

amazement triumph respect

"Maybe the teacher will help you sew the sleeve in the blouse," comforted Jill.

In what spirit did she speak?

sadness sympathy satisfaction

"My name is on the list of pupils who get to help with the decorations for the party!" exclaimed Susan.

In what spirit did Susan speak?

reflection delight alarm

"Our agreement with Oak School will not allow us to change the date of the game," objected Joe.

In what spirit did Joe speak?

protest anger peace

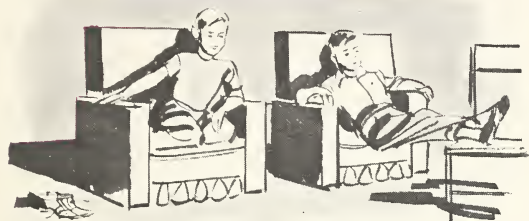
"I'll bet I can climb to the top of that slanting roof on the garage faster than you can," bragged Francis.

In what spirit did he speak?

advice greed rivalry

Hidden Motives

Sometimes the reasons we give for doing or saying something are not exactly true. Our motives for giving such reasons may be varied. Read each passage and then answer the two questions.



One of the rules for watching TV in the Tanner home was “No shoes on the furniture!” Usually Don and Jim both sat in chairs with their stockinged feet twisted under them.

One day when Don was sitting in the television room, Jim trudged in. He plopped down into a chair and stretched out his feet on a nearby chair.

“Take your shoes off,” Don said.

“I’m too tired,” Jim answered.

“You’d better,” Don warned.

“I won’t!” Jim retorted.

Mrs. Tanner peeked into the room.

“For gracious’ sakes,” she said. “What are you boys disputing about?”

“Nothing at all,” Jim replied as he jerked his feet to the floor.

When Mrs. Tanner had gone, Don noticed that his brother still sat in an upright position, with his feet flat on the floor. But after ten minutes Jim bent over and tugged at his shoestrings. As he pulled off the first shoe, he declared, “It’s unbearably hot in here. I’m taking off my shoes to cool my feet!”

What was Jim’s real reason for taking off his shoes? He knew he shouldn’t put his shoes on the furniture.

Why did he say what he did? He did not want to admit he had been wrong.



Crystal’s mother had had to go out soon after dinner to do a brief errand. Alone in the big house, Crystal went to her room and got ready for bed.

She settled herself comfortably under the covers and was soon in the middle of a mystery story.

Suddenly Crystal thought she heard an odd little squeak. A moment later a faint creak seemed to come from the attic, and then there was a soft clicking downstairs.

Leaping from her bed, Crystal ran to check all the doors to be sure that they were locked. At the same time she hurried from room to room, switching on the lights as she went. In the living room she turned on the radio and sat down in a chair near the door.

Soon her mother returned. “Crystal!” she exclaimed. “Are you alone? There were so many lights on that I thought some of your friends were here.”

“Oh, no,” Crystal assured her. “I just didn’t want you to come home to a dark house.”

What was Crystal’s real reason for turning on all the lights? She was frightened.

Why did she say what she did? She didn’t want her mother to know she was frightened.

How Did Each Person Feel?



TV Salutes Dan Drake

Several days after Dan and Jay found a place for Dan's weather vanes, the telephone rang in Dan's home. "Hello," said Mrs. Drake. "Yes. . . . Yes, my son and a friend did. . . . On a television program? . . . Dan is here. I'll call him to the telephone."

"Hello," said Dan. "Yes, sir. . . . Me? On television? . . . Here on our street? Tomorrow morning? . . . But I haven't done anything. . . . I'm not an actor. Well, if you say so. . . . Yes, sir, I'll be ready. Good-by."

"Well, what do you know about that!" said Dan. "That man wants me to be on a television program tomorrow. And he wants Jay to be on it, too. I'll bet Jay will be surprised."

By the next morning, which fortunately was Saturday, everyone along Marigold Street knew what was going to happen. Long before the time for the program, Jay and Dan were sitting on the front step, eagerly waiting for the arrival of the television truck.

Suddenly, far down the street, somebody shouted, "Hey, fellows! I can see it! It's coming now!"

A few seconds later the truck pulled up in front of Dan's house. While some

of the men set up the camera equipment, the director came up to the house and introduced himself. Then he explained to the boys what they were to do and showed them the place to stand until he was ready for them.

About ten minutes later the director shouted, "Quiet, everyone! We're ready to start shooting."

The announcer stepped out and said, "You are watching 'This Is Your Community.' Each week on this program we present somebody who has done something worth while for the community. We have with us today a boy who is a newcomer to Los Angeles. He has solved a problem that has vexed everyone who lives in this modern housing project—how to tell one house from all the others. Step over here, young man, and tell the folks who are watching this program your name, where you live, and what you did."

The neighbors cheered enthusiastically when Dan stepped in front of the TV camera. For a moment Dan couldn't get a word out of his mouth. Then he began to speak.

"My name is Dan Drake," he said. "I live on Marigold Street. But I did not solve the problem by myself. Jay helped me."

The announcer smiled and said, "Jay, come over and stand beside Dan while he tells us just what happened."

Dan continued, "We've just come here from Vermont. One day last week my mother asked me to go to the store. I got there all right, but I couldn't find my way back home. All the houses looked just alike to me.

"Jay here had a hunch I was lost and walked home with me. I had been

unpacking my collection of weather vanes when Mother sent me to the store, and the weather vanes were scattered all over my bedroom.

“As he examined the collection, Jay got the idea that vanes might be used to make the houses look different. And I got the idea that it was an excellent way to keep my vanes where I could see them.”

“Did you boys put them on the roof peaks?” asked the announcer.

“No, sir, we didn’t,” replied Dan, “but I would like for my friend Jay to tell you about that.”

Jay said, “The project manager saw us placing the vanes in the yards, and he suggested that they might work better on the roof peaks. He even sent a man with a ladder to help us put them up. It’s easy now to find our own houses. We just look up at the weather vanes.”

“Dan Drake,” said the announcer. “Los Angeles is most happy to welcome you—the boy who used his own hobby to improve all his neighborhood. Mr. Taylor, your project manager, told us all about you and how you shared your hobby with your neighbors and friends. This program is happy to salute you.”

Here are some remarks made by people in the story. After each remark, write a word that describes how the person felt. Use any of the words below or one of your own choosing.

How did Dan Drake feel when the announcer said, “This program is happy to salute you”?

flattered, proud

How did the boy down the street feel when he said, “Hey, fellows! I can see it! It’s coming now”?

excited

How did the director feel when he shouted, “Quiet, everyone”?

businesslike, impatient

How did Dan feel when he said, “But I haven’t done anything”?

amazed, astonished, modest

How did Mrs. Drake feel when Dan said, “But I did not solve the problem by myself. Jay helped me”?

proud

How did Mrs. Drake feel as she said, “On a television program”?

astonished, amazed

How did Dan feel when he heard the words “Tell us what you did”?

tongue-tied

How did Jay feel as Dan said, “Jay got the idea that vanes might be used to make the houses look different”?

proud

amazed	businesslike	envious	modest
amused	curious	excited	proud
annoyed	dazzled	famous	satisfied
astonished	discontented	flattered	selfish
awkward	distressed	greedy	tongue-tied
bored	embarrassed	impatient	unworthy

Who's an Old Fogy?

"So you got that newfangled carriage after all." Mrs. Bradford peered past her husband at a shiny new vehicle that stood by the gate. "Well, a horse and buggy were good enough for me."

"Don't be an old fogy," her husband laughed. "This is the twentieth century. Come and go for a little spin with me. We can drive out to your brother Joe's farm in ten minutes."

"Well," Mrs. Bradford hesitated, "if you promise not to go too fast. Wait till I get a scarf and duster."

Mr. Bradford strutted down the walk, secretly hoping that the neighbors were watching. Vigorously he gave the car's crank a few quick turns. After a puff and a bang the entire vehicle began to shake and shudder. But in a moment it settled down to a steady chug.

When Mrs. Bradford appeared, her husband held her elbow as she gingerly climbed into the car. Then he settled himself behind the wheel. Mrs. Bradford closed her eyes as the motor roared louder and the car began to move.

When they passed the barber shop on the town square, Mr. Bradford waved gaily to his friends. Mrs. Bradford only clung tighter to the side of the car.

In less than ten minutes they arrived at the farm. As Mr. Bradford turned the car into the driveway, he honked the bulb horn triumphantly. Joe and his wife, Martha, came running out of the house. Mrs. Bradford relaxed and waved to her brother. The chugging vehicle started to make the big circle of the driveway that led to the door. The car completed the circle, but instead of stopping at the door, it started around the circle again!

Mrs. Bradford turned in surprise to look at her husband. Perspiration stood on his forehead as he frantically clutched the wheel. He cried in a cracked voice, "I've forgotten how to stop!"

Round and round went the car and its passengers. Mr. Bradford clung to the wheel as if in a dream, but Mrs. Bradford was laughing so hard that she was in danger of falling from the vehicle.

Joe cried, "Turn it off! Turn it off!" Mr. Bradford finally cut off the gasoline, and the car coasted to a stop.

"Well, I do declare," said Mrs. Bradford to her red-faced husband when he helped her to the ground. "There's one good thing about a horse—it stops when you say 'Whoa!'"

unconcerned
doubtful

relieved
indignant

proud
conscientious

Which of these words best describes Mr. Bradford's feelings before he reached the farm? proud Mrs. Bradford's feelings? doubtful

Underline words or phrases in the first part of the story that give you clues to the way each of them felt.

defiant
sheepish

deceived
determined

perplexed
amused

Which of these words best describes Mr. Bradford's feelings after the ride in the new car? sheepish Mrs. Bradford's feelings? amused

Underline words or phrases in the story that give you clues to the way each of them felt after Mr. Bradford forgot how to stop the car.

Use of a Word Determines Its Meaning

The underlined word has a different meaning in each numbered sentence. Put 1 or 2 in the blank to show which meaning it has in the last sentence.

1. Each spoke in the wheels of Tom's bicycle was bright silver.

2. The boy acted puzzled when nobody spoke to him.

2 After the governor spoke, the glee club sang a song.

1. The monkey drew a two-wheeled cart behind him.

2. Bill drew a picture of the stagecoach that he had seen at the museum.

1 The farm horses drew a wagon loaded with hay.

1. Ellen wore a felt hat with a bunch of purple flowers on it.

2. After Sarah ate the jam sandwich, her hands felt sticky.

2 Jean was wearing a heavy coat, but she felt cold.

1. Judy saw a pretty silver ring on the woman's hand.

2. "Did you hear the telephone ring?" asked Mrs. Fulton.

2 A farmer hung a bell that would ring around the cow's neck.

1. The man finally found a seat in the fifth row.

2. On the way home from the picnic, Ricky was allowed to row the boat.

1 Outside the big circus tent was a row of smaller tents.

1. Don cried, "These plants are buggy! I see hundreds of bugs!"

2. Robert was startled to see a horse and buggy coming down the road.

2 In the first act a clown pushed a monkey in a doll buggy.

1. Mrs. Jackson drank her tea from a white cup with a gold band.

2. The members of the band rode in a truck at the head of the parade.

1 There was a band of green paint near the top of the pole.

1. Aunt Caroline finally found a suit that she liked.

2. Philip's drawing did not suit him, so he started over again.

1 "That suit certainly looks nice on you, Mrs. Huff," said Mrs. Gordon.

1. When Frank's family went on a trip, they visited a silver mine.

2. "I wish that bicycle were mine," Ann told her mother.

2 "The buttons on your coat are like those on mine," said Jim.

1. Nancy tried to get the stamp off the letter, but it stuck fast.

2. A baby giraffe bowed its head and started to stamp its feet.

1 A famous man's picture was on the purple stamp.

Select the Right One

The underlined word in each of the paired sentences has a different meaning. What is the number of the definition that explains the meaning? The first one is done for you.

film (fîlm), 1. a very thin surface or coating. 2. a movie. 3. make a movie of.

- 2-- Andy's class stayed at noon to see a film about diamond mining in Africa.
 --1-- The film of ice on the little pond had melted by noon.

land (land), 1. ground; soil. 2. a country and its people. 3. come to land; bring to land.

- 1-- Mr. Frost said, "I don't believe this land will ever grow a good crop."
 --3-- The fisherman said, "I'll never be able to land this big fish."

rate (rât), 1. price. 2. consider; regard. 3. class; grade. 4. speed.

- 1-- Oranges are selling at the usual rate today.
 --4-- The car sped down the road at the rate of sixty miles an hour.

force (fôrs), 1. power; strength. 2. make (a person) act against his will. 3. group of people who work together.

- 2-- The mother forced the stubborn child to put on his raincoat.
 --3-- The store intends to hire an extra force to handle the Christmas business.

sway (swā), 1. swing back and forth; swing from side to side, or to one side: *The pail swayed in Jack's hand as he ran.* 2. make move; cause to sway: *The breeze sways the grass.* 3. influence; control; rule.

- 3-- Very few countries are now under the sway of kings.
 --1-- From her window Carol watched the trees sway in the wind.

claw (klô), 1. a sharp, hooked nail on a bird's or animal's foot. 2. thing like a claw. 3. to scratch, tear, seize, or pull with claws or hands.

- 1-- The eagle swooped down on the mouse and seized it in its claws.
 --3-- Kittens often claw their way to the top of screen doors.

paddle (pad'əl), 1. a short oar with a broad blade. 2. move (a boat or a canoe) with a paddle or paddles.

- 1-- The beaver's tail was the shape of a paddle.
 --2-- It was not easy to paddle the canoe through the rough water.

care (kār), 1. worry. 2. charge: *Baby was left in her sister's care.* 3. wish; like.

- 3-- "Is it a fact that most cats do not care to be washed?" asked John.
 --2-- The sale of tickets for the game was put in Walter's care.

regard (ri gärd'), 1. look at; look closely at; watch. 2. consider; think of. 3. show consideration for; care for.

- 2-- The man said, "I regard Dr. Reed as an extremely fine doctor."
 --1-- The chickens began to regard the circling hawk anxiously.

pursue (pər sü'), 1. chase. 2. work for; try to get. 3. carry on; keep on with.

- 3-- Martha pursued the study of the French language for four years.
 --1-- The dogs pursued the weary fox to its hole.

hat, āge, cāre, fār; let, ēqual, tērm; it, īce; hot, ōpen, ôrder; oil, out; cup, pūt, rüle, ūse; takən

Clues to the vowel sounds won't help you.
You need to read the sentence.

snow cow

book soon

leaf head

Write the key word that has the same vowel sound as the underlined word in the sentence. The first one is done for you.

Many small forest animals dread to hear the call of a hungry wolf. head

Young children often tease their older brothers and sisters. leaf

Tom picked up the crooked branch and put it on the bonfire. book

The girls watched the squirrel scoot up the tree trunk to its nest. soon

The piece of metal that was dropped into the fire began to glow. snow

Dave's mother asked him to inquire about his aunt's health. head

Ed fastened the plow to the tractor and started for the field. cow

The two men rushed toward each other and shook hands. book

The music coming from behind the curtains suddenly ceased. leaf

The stem and the round cap of the mushroom make it look just like a tiny stool. soon

Pat forgot about the lawn mower and left it out in the rain. snow

The cotton glove had been sewed with thick white thread. head

The deer stopped at the little brook for a drink of water. book

John found out that he could throw a ball farther than anyone else. snow

With one swoop the hawk seized the chipmunk and flew away. soon

Odd noises on the porch made Jack think that a prowler was about. cow

When it began raining, Joy pulled the hood over her head. book

The dog always growled when any stranger opened the gate. cow

Helen used the old broom to sweep the leaves from the sidewalk. soon

When all the food was placed on the table, Sarah said, "It looks like we are going to have a feast." leaf

The Sentence Tells You!

The two words below each sentence are spelled differently, but they are pronounced alike. Write the number of the correct word in the blank.

The odor of clover blossoms drifted across the deep 2 lake in the middle of the meadow.

1. blew 2. blue

"I can put that small, wooden table in my cart," suggested the old man. "It 1 very little."

1. weighs 2. ways

Before the Stones departed for their new home, they offered many pieces of furniture for 2.

1. sail 2. sale

David and Bill had to work the 2 day to complete their model airplane.

1. hole 2. whole

Mrs. Gates was sure that she 2 have enough sandwiches for the party.

1. wood 2. would

Susan did not have to be 1 how to use a sewing machine.

1. shown 2. shone

Mrs. Williams 1 in relief and said to herself, "At last that big ironing is done!"

1. sighed 2. side

A 2 of dancers swung round and round the stage.

1. pear 2. pair

At the first opportunity the frightened rabbit slipped 1 the gate and scurried away to safety.

1. through 2. threw

When the cat saw the dog, she humped her back and twitched her 2 scornfully.

1. tale 2. tail

The people watched the huge plane as it 1 up from the runway.

1. rose 2. rows

The coatless man could hardly 1 the cold blasts of the winter wind.

1. bear 2. bare

The wounded duck paddled through the icy water until he was so 2 that he could swim no more.

1. week 2. weak

Plop! The frisky kitten landed right in the milk 2.

1. pale 2. pail

Each night someone would say, "How about some music, Helen? We'd like to 1 you play the piano."

1. hear 2. here

One fine spring day when the 2 was shining, Harold started out to the lake on his bicycle.

1. son 2. sun

"See the 1 swan!" cried the children. "He is much handsomer than the other swans."

1. new 2. knew

Elizabeth and her mother 2 in the station wagon with Uncle Jim.

1. road 2. rode

Clues to Word Meaning

If you did not know the meaning of the italicized word, which words would give you a clue to its meaning? Draw a line under them.

Hogs, steers, sheep, and other farm animals were exhibited in the junior contest at the *stock* show.

Professor John Lowell, one of the judges, was able to be present because he taught no classes on Saturday.

By night the aisles between the hogpens were not clean and neat but were *littered* with scraps of paper.

One boy *introduced* himself to Jack, saying, "My name is Paul Meadows. What's yours?"

"Squirt water on your hog with the hose and *remove* that mud," suggested Paul. "Taking off the dirt will improve his appearance."

Paul gave Jack a steel-toothed brush and said, "Curry your hog with this."

Paul Meadows not only had *benefited* from attending stock shows, but he had also received help from his 4-H leader.

When Jack's hog had been *spruced* up, he looked as neat and trim as Art Price's hog.

The hog *whisked* through a doorway and down an alleyway in the twinkling of an eye.

Jack and Paul *pursued* the fleeing hog, but the more the boys chased, the faster he ran.

Jack coaxed *in vain*, for the hog did not heed his calls.

As the hog stopped running and began to *amble*, Jack thought, "I guess that crazy hog is too tired now to do anything but walk."

The hog was *imprisoned* when a gate blocking the alleyway closed and shut him in between the pens.

As they *shuffled* the line of hogs, the judges asked Jack to move the hog to second place.

Jack heard the *applause* from the big crowd, but he noticed that Art Price was not clapping.

Art *challenged* Jack, demanding proof that the hog did not weigh over three hundred pounds.

The crowd by the scales *hushed* and remained quiet until the hog weigher announced, "Two hundred ninety-nine!"

One boy told Art that Jack Moss *deserved* to win—that Jack's hog was worthy of the blue ribbon.

If you did not know the meaning of the italicized word, which word or words would give you a clue to its meaning? Draw a line under them.

Ray was *sprawled* underneath an elm tree, his head resting against the trunk and his legs stretched out on the grass.

“Ugh!” said Mr. Bell. “Painting the garage is a *horrible* idea for such hot weather!”

Mrs. James was puzzled by Joyce’s idea and even more *bewildered* by her actions.

As Rebecca *sprang* to her feet, her brother also jumped up.

Ted opened a *folder* that had come with the cleaner and read the printed directions.

Mrs. Collins *praised* her daughter, saying that her idea was very good.

The boys gathered up the old newspapers and magazines and dumped the collection into the truck.

“That was foolish,” said Benny. “I was a *simpleton* not to put the hammer back where I found it.”

Mr. Warren kept a plow, a hayrake, and other implements in the barn.

“I’ll have to fix a *platform* or something to stand on so that I can paint the ceiling in this room,” said Mr. Sparks.

George looked over the cleaning job, and when he had completed his *survey*, he said, “I think this basement looks fine.”

With its silver sides gleaming in the sunshine, the streamlined train was a *dazzling* sight.

Mrs. Wilson said *approvingly* that she liked the new dress and hat that Jane had bought.

The sound of breaking glassware was *unmistakable*, and Mrs. Thomas easily recognized it.

Tim stared at the *outline* on the board fence. It was the exact shape of someone’s hand.

The old-fashioned chair looked better after it was refinished, though it still looked *ancient*.

“See how *sleek* Danny looks after he’s been curried,” said Art as he eyed the pony’s smooth, glossy coat.

The water in the creek was only a few inches deep, and it was even more *shallow* in the pond.

The shore of the island was *barren*. Not a tree or a shrub had been able to gain a foothold on the rocks.

Railroad Slang

Railroad men use a kind of slang when speaking to each other. As you read the story below, try to figure out what the italicized words mean. The meanings of these words are listed above the story, though not in the order in which they are used. After reading the story, write the meanings on the dotted lines below.

semaphore

tank cars

railroad officials

"All clear" signal

telegraph operator

refrigerator cars

observation car

head-on collision

danger signal

"Come on, Dad," begged Joe, "give me another lesson in railroading."

"Well, all right," said Mr. Apperson. "What do you want to know about?"

Mr. Apperson was an engineer on a fast freight, and Joe could never hear enough about trains. He spent hours following his father around the yards, listening intently to what was said. But his father's conversations with the other railroad men really puzzled Joe, for it almost seemed as if they were speaking a different language.

"Why don't you test me on railroad talk, Dad, to see how well I understand it?" suggested the boy.

"A good idea, Joe," his father said. "I'll tell you about a few exciting minutes a friend of mine had. You make a list of the railroad words I use, and then see if you can tell me what they mean.

"It seems that two trains had been misdirected onto the same track. One was a fast express from the West on which were a lot of *brass hats*; the other was a freight hauling a string of *oil cans* and

freezers that had to make connections with a ship waiting for them in Seattle. The superintendent had been anxious to get the express train through, but the dispatcher who was routing the trains had the freight situation in mind, so the trains were headed toward each other.

"Jim Lee, a *brass pounder* in Control Tower No. 69, received the messages and realized a mistake had been made when the orders were issued. He knew that he must stop one of the trains, or a *cornfield meet* would result.

"The only siding was at his tower, but he didn't know which train would get there first. Wild with fear, he peered into the darkness. Suddenly he saw the express train. Dashing to the controls, he set the *paddle* against her, giving her the *red eye* and throwing her onto the siding. The engineer on the express train applied the brakes, and the long line of cars came to a stop just as the *rubberneck* passed the tower. That left the *green eye* for the oncoming freight train, which thundered by seconds later."

brass hats--railroad officials-----

oil cans--tank cars-----

freezers--refrigerator cars-----

brass pounder--telegraph operator---

green eye--"All clear" signal-----

cornfield meet--head-on collision----

paddle--semaphore-----

red eye--danger signal-----

rubberneck--observation car-----

The words above each pair of sentences can mean the same thing, or they can mean something quite different. Put a check mark in front of the sentences in which either word could be used without changing the meaning of the sentence. Use your dictionary if you wish.

edge brink

She sewed tape on the ____ of the rug.

✓ He put a flare on the ____ of the cliff.

mend patch

The toboggan skidded from the track and stopped in a berry ____.

✓ Jim's mother tried to ____ his shirt.

banks heaps

✓ The small town was isolated by the immense ____ of snow.

Someone had strewn crumbs along the ____ of the river.

swift fleet

The sailors were happy to hear that the ____ was nearing port.

✓ The mountain goat was ____.

bark bay

✓ The forest animals were disturbed by the distant ____ of a hound.

The boat found safety from the storm in the ____.

fray battle

The sweater was discarded because one sleeve had begun to ____.

✓ The ____ between the wildcat and the bear was vicious.

club stick

The members of the ____ cleared the debris from the vacant lot.

✓ The balanced rock toppled to the path when the boy whacked it with a ____.

prey quarry

The animal hid in the stone ____.

✓ The ravenous fox cornered his ____.

cliff bluff

✓ The Scouts climbed quickly to the top of the ____.

The doctor was ____ and jolly.

rude impolite

The prospector abandoned his ____ shack after he acquired his wealth.

✓ It is ____ to persist in slapping people on the back.

civil courteous

✓ The policeman spoke to the driver of the car in a ____ manner.

Each citizen has ____ rights and duties.

shake jar

The pads of cotton were in a ____ in the first-aid room.

✓ The earthquake was strong enough to ____ the slab of concrete.

erect build

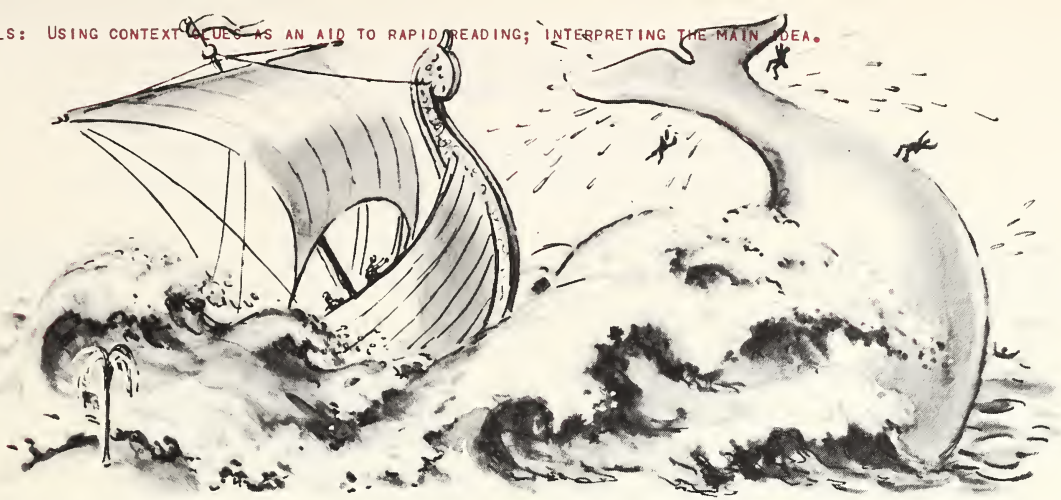
After years of exposure to violent winds, the fir tree was still ____.

✓ The forestry department plans to ____ an additional lookout station in the park.

bough branch

✓ Every ____ of the apple tree seemed to be covered with fragrant blossoms.

The motel keeper advised the tourist to take the left ____ of the road.



An Adventure of Sinbad the Sailor

Read the story to yourself. As you read, try to supply the missing words without losing speed. Then reread the story and write suitable words in the blank spaces.

One day Sinbad the Sailor regaled us with the following story about his youth:

"I inherited from my father a great fortune, which I was not wise enough to retain. Most of it was spent, gone before I realized how foolish were my ways. I then repented, packed what valuables I had left in boxes, and set sail on a ship as a passenger.

"We steered our course past several small islands. One day when there was no wind for our sails, we landed on what appeared to be a small island. While we were resting, the island suddenly trembled and disappeared into the ocean. What we had taken for an island proved to be the back of a sea monster, which now dived into the deep, leaving us swimming for our lives in the swirling water.

"Many of the men managed to return to the ship and were saved, but a few perished. I was borne too far away by the waves to swim back to the vessel. For a day and a night I kept afloat. Then as my strength was about gone, a wave washed me up on the shore of an island.

"I staggered weakly to the beach and lay there for hours, too exhausted to move, and I should have perished had not a native of the island stumbled over me. He carried me to a cave where several other natives, no less amazed than he, listened eagerly to my tale and offered me provisions.

"The next morning they took me to the king who reigned there. He gave me hospitality and sympathy, telling me that I should lack nothing and that my every wish should be granted.

"The days passed most agreeably; however, I often wondered what had become of my former shipmates.

"One day a ship arrived at the island. To my delight it was the ship on which I had set sail, and it was captained by the same man.

"My boxes were still on the ship, so I opened the most valuable ones and bestowed gifts upon the natives of the island and the captain of the ship.

"Thereupon, undaunted by my woes, I returned to my own country, where, filled with ambition, I set about building a new fortune for myself."

Sight, Sound, Smell, Taste, Touch

Answer each question on this page by writing *yes* or *no*.

If a boy plunged into a swimming pool, would he make a splash? *--yes---*

Could anyone separate blue marbles from green ones in a room that had no light in it? *--no----*

Would a person have to shuffle if he tried to walk in moccasins that were too big? *--yes---*

If the grocer dropped ripe tomatoes or pears, would they squash? *--yes---*

If a man were wearing ordinary shoes, would he be able to stride down an ice-covered ramp? *--no----*

Could a child cut a small ball of soft clay in two with a string? *--yes---*

If a woman dropped a box of pepper and the lid came off, would she be likely to sneeze? *--yes---*

Would a piece of chocolate candy be likely to melt and become messy and sticky in a refrigerator? *--no----*

If a woman forgot to put sugar in a cake, would it taste sweet? *--no----*

Would a boy be able to smell hay that had just been bound into bales? *--yes---*

Would it take all of a man's strength to lift a small stepladder? *--no----*

Would a bunk in a truck be as soft as a good bed? *--no----*

If a flock of wild geese flew just above the treetops, would a person be able to hear them honk? *--yes---*

Would an old-fashioned steam engine be likely to snort as it started to pull away from a station? *--yes---*

Would a flock of sheep grazing in a field be noisy? *--no----*

If a person were confessing that he had been dishonest, would he have an ashamed look on his face? *--yes---*

Could a turtle prance about gracefully on its hind legs? *--no----*

If a cook put too much vinegar in the salad, would it taste sour? *--yes---*

Would a wet tablecloth that a woman was hanging outdoors on a clothesline feel limp? *--yes---*

If a farmer's son were helping bale hay on a hot, sunny June day, would his face be pale? *--no----*

If a girl scrubbed a floor with clear water, would she see suds? *--no----*

Would a child feel dizzy if he whirled around frantically thirty times? *--yes---*

What Pictures Come into Your Mind As You Read?

As you read this story, imagine that you are with the boy as he feeds the chipmunk. Then answer the questions at the bottom of the page.



A chipmunk cautiously poked his head out of a hole underneath the porch of a mountain cabin. His sharp eyes looked this way and that for signs of danger. Sunlight fell through the waving branches of the leafy trees above him.

Not far away a boy sat on a warm rock, never stirring. He held a corn-meal pancake in his hand. "Come here, chipmunk," he called softly. "This is my last day of vacation. I'll be back in the city on Monday. Come and show me how tame you are."

The chipmunk poked his head a little farther out of the hole. The boy laid a bit of the corn-meal pancake on the ground. He continued to speak softly.

"Come on out. You aren't afraid of me. You were frightened at first, but you're a brave fellow now."

All at once the chipmunk seemed to make up his mind. He dashed out of the hole under the cabin porch and ran toward the boy. When he was about ten feet from him, he stopped suddenly and stared unblinkingly at his friend for a moment. Then he moved timidly toward the bit of pancake. He picked it up with his front paws and began to nibble at it with his sharp teeth.

The chipmunk sat up on his hind legs when the piece was gone. He looked as if he were begging for more. The boy threw bit after bit of pancake onto the ground, and the chipmunk scurried here and there to get each one.

When he had finished eating the last bit of pancake, the chipmunk scampered back to his home. Just before he went into his hole underneath the cabin porch, he twitched his tail a couple of times as if he were waving a happy good-by.

Would you be in a city or in a forest? in a forest

Would the air be stirring, or would the air be still? stirring

Would the tree branches be bare or covered with leaves? covered with leaves

Would the sun or the moon be shining? the sun

Would you hear the boy speaking in a loud voice? no

Would you see the rock in the sunlight or in the shadow? in the sunlight

Would you have on your best suit or some old clothes? some old clothes

Would you see the chipmunk go slowly or quickly back home? quickly

Would his tail move, or would it be quiet just as he reached home? It would move.

How Good Is Your Imagination?

Imagine that you are in a public library. Imagine that you are there at eleven o'clock on a sunny Saturday morning. Then imagine that you are there at eleven o'clock on a moonlight night.

Put 1 before the sentences that tell about the library in the morning. Put 2 before those that tell about the library at night.

- 1 - A woman is tacking up jackets of new books where they can be seen.

- 2 - The chairs have been pushed neatly under the tables.

- 2 - Moonlight shining through a window makes odd shadows.

- 1 - A quiet, interested group of boys and girls are sitting in a circle listening to a story.

- 1 - People are walking along the bookcases taking out books.

- 2 - The broad tops of the tables are bare.

- 1 - A girl is leafing through a stack of travel magazines looking for information about South America.

- 2 - The books have been returned to the bookcases.

- 1 - Sunlight is streaming through the windows.

- 1 - Books are scattered over the big tables where folks are seated reading.

- 2 - The large, black letters on a sign advertising Book Week can barely be seen in the dim light.

- 2 - The only sound to be heard is the soft swish of a tree as it brushes back and forth against the building.

- 1 - A couple of people are waiting in line to pay fines, because they have kept books out too long.

- 1 - The woman in charge of the library is stamping a girl's card.

- 2 - The circle of chairs is empty.

- 2 - The far corners of the room are in darkness.

- 1 - The big front door of the library squeaks as it is opened and bangs softly as it closes.

- 2 - The main entrance is locked.

- 1 - A boy is looking in the case filled with cards trying to find the name of a book about giraffes.

- 1 - A page of the dictionary on the stand flaps back and forth in the wind.

- 2 - The windows are locked, and the shades are drawn halfway down.

- 1 - Two boys are studying an old map of Mexico that is displayed in a large glass case.

Are You Aware of Sounds?

Check the things under each question that would make the appropriate sound. Be careful! There may be one, two, or three answers to each question.

What do you think would most likely make a sputtering sound?

- ☒ a worn-out airplane motor
- ☒ leaves moving in a breeze
- ☒ bacon cooking in a pan

What do you think would most likely make a whirring sound?

- ☒ a swiftly turning egg beater
- ☒ the wings of a rising bird
- ☒ whirling airplane propellers

What do you think would most likely make a rumbling sound?

- ☐ sweeping the floor with a brush
- ☒ a flag waving in the breeze
- ☒ an approaching thunderstorm

What do you think would most likely make a bellowing sound?

- ☒ a sled sliding on snow
- ☒ a herd of angry cattle
- ☐ a flock of chickens

What do you think would most likely make a clicking sound?

- ☒ switching on a TV set
- ☒ pressing a shirt with a hot iron
- ☒ locking a door

What do you think would most likely make a clanking sound?

- ☒ a chain dragging behind a truck
- ☒ a person laughing quietly
- ☒ an iron bar falling on the street

What do you think would most likely make a rippling sound?

- ☐ elephants walking down a ramp
- ☒ closing an elevator door
- ☒ a creek flowing over pebbles

What do you think would most likely make a screeching sound?

- ☒ calves chewing their cud
- ☒ a car stopping suddenly
- ☐ bees around a hive

What do you think would most likely make a whining sound?

- ☐ a pile of burning leaves
- ☒ a dog with a hurt paw
- ☒ wind blowing through a crack

What do you think would most likely make a creaking sound?

- ☒ a wheel that needs grease
- ☒ an old rocking chair
- ☐ an empty jar being shaken

What do you think would most likely make a chiming sound?

- ☐ a cow switching its tail
- ☒ a grandfather's clock striking
- ☐ a ton of coal being dumped

What do you think would most likely make a shuffling sound?

- ☐ a chipmunk eating nuts
- ☐ a galloping horse
- ☒ a man walking in dried leaves

What do you think would most likely make a crunching sound?

- ☒ horses biting carrots
- ☒ breaking through crusty snow
- ☐ water dripping

What do you think would most likely make a grating sound?

- ☒ scratching a window screen
- ☐ popping corn
- ☒ striking a match

What Words Can Do

Which of the phrases below would help give you a feeling of panic as you read a story?

- | | |
|--|---|
| ☒ grasping, clawlike hands | ☒ hesitating, advancing footsteps |
| ☒ violent, hair-raising shrieks | ☒ encircled by gleaming eyes |
| ☐ familiar faces | ☐ maple syrup on pancakes |
| ☒ trembling icy fingers | ☒ eyes rolling with terror |
| ☒ useless struggles | ☐ the Fourth of July |
| ☒ forms crouching in the shadows | ☒ hopelessly trapped |
| ☐ securely tucked in bed | ☒ peals of hollow laughter |
-

Which of the phrases below would help give you a feeling of peacefulness as you read a story?

- | | |
|---|--|
| ☒ sheep grazing on pasture slopes | ☒ occasional rustling of leaves |
| ☐ rocks rumbling down a mountain | ☐ huge trees crashing to earth |
| ☒ fluffy, foamy white clouds | ☒ lingering summer day |
| ☒ waves lapping against the shore | ☐ bellowing, lunging cattle |
| ☒ lilies nodding in the breeze | ☒ apple blossoms drifting down |
| ☐ a grizzly bear's growl | ☒ the far-off ringing of bells |
| ☒ softly murmuring stream | ☒ bees buzzing about a hollow tree |
-

Which of the phrases below would help give you a feeling of uneasiness as you read a story?

- | | |
|--|---|
| ☒ swirling, threatening clouds | ☒ lengthening evening shadows |
| ☒ low rumble of thunder | ☐ cows chewing their cud |
| ☐ the purring of a cat | ☒ trembling lower lip |
| ☒ wind moaning in the treetops | ☒ mysterious, slight noises |
| ☒ the wild laughter of loons | ☐ brilliant midsummer sunshine |
| ☒ spooky, moss-hung trees | ☒ thick, swirling fog |
| ☐ butterflies darting about | ☒ coyotes howling in the distance |
-

Which of the phrases below would help give you a feeling of happiness as you read a story?

- | | |
|--|---|
| ☒ sunbeams dancing on the water | ☐ ruined, dried-up gardens |
| ☐ shamefaced looks | ☒ scurrying, chattering squirrels |
| ☒ birds chirping in the springtime | ☒ flame-red blossoming bushes |
| ☒ youngsters splashing in a pool | ☒ chuckles and laughter |
| ☐ long, drawn-out wails of despair | ☐ downcast eyes |
| ☒ bright blue skies | ☒ bubbling, sparkling brooks |
| ☐ deep-purplish shadows | ☒ clapping and cheering |

Where Could It Happen?

When an author writes a story, he uses great care in planning his opening paragraph. He wishes to arouse interest, and he often wishes to acquaint the reader with the setting of the story. (The setting is the place where events of the story occur.)

Read each opening paragraph below; then write what you think the setting of that story may be.

The goat's nimble hoofs made music on the high cliffs. Here she roamed all winter where the sea gulls lived and where the grasses were flavored by the strong salt tang of the briny spray that was carried up by the wind.

high cliffs by the sea

"Are you hurt, Bob?" cried Jessie. Her brother lay in a clump of cactus, and Beauty, his spirited white horse, was racing across the sand, the empty stirrups swinging against its sides.

desert

Martha stared in wonder when she saw a boy dive from the high board. "I wish I could do that!" she gasped.

"You will someday," laughed Patty. "Come on! Let's jump in." She caught Martha's hand and pulled her over the edge into the water. The girls shivered and squealed as the cold water splashed over them.

swimming pool

Richard held tightly to Dan's bridle, patted his neck, and spoke soothingly to him. On all sides the crowds jostled and pushed as they hurried to take their seats in the grandstand. Dan usually was calm before he was to run, but perhaps this day he, too, realized how necessary it was that he should win.

race track

Frank did not see the people milling about him, nor did he hear the voice of the man calling the departure of each train. He stood staring at the big clock on the wall and at his own wrist watch. To think that he had worked so hard to get money to take this trip, and now he was too late. The train had gone!

railroad station

Nora was pleased to find that she was the only customer. She was in the chair in a minute, with a towel around her neck. She watched in the mirror as Mrs. Philip's scissors snipped at her brown bob. A short while later Nora was seated under the dryer with the ends of her hair rolled into pincurls. It was then she realized that she had promised to meet Susan at five o'clock. And it was five o'clock now!

beauty shop

Howard huddled against his corner of the seat. He watched first one and then another of the happy boys and girls about him. Since Howard had moved to the country, he had found it hard to make friends. His classmates seemed to dislike his talking about things he did when he lived in the city. Suddenly the driver slowed down and stopped. Out the window Howard saw a boy racing down a side road toward the highway.

school bus

More Pictures in Your Mind

Answer the questions below each sentence *yes* or *no*.

Andy saw a black bear poke its nose through the thicket and sniff loudly.

Did the leaves touch the bear's face?
yes _____ Did the bear wrinkle its nose
when it sniffed? *yes* _____

A grazing doe caught the scent of the bear and bounded away.

Did the doe see the bear before she smelled it? *no* _____ Did the doe move
awkwardly? *no* _____

As Andy sped toward a sapling, he tucked the slab of bacon that he was carrying into the front of his shirt.

Did Andy pick his way carefully as he ran? *no* _____ Did the bacon bounce
as Andy ran? *yes* _____

After Andy had climbed the tree, he realized that the jug threaded on his belt made him uncomfortable.

Did the jug feel heavy? *yes* _____ Did
it bob around? *yes* _____

The jug slipped to the ground, and Andy saw the bear pick it up with its clumsy forepaws and lick the outside.

Could Andy see the bear's tongue?
yes _____ Could he hear the bear's claws
scratch the jug? *yes* _____

Cawing crows far above Andy were winging their way southward.

Could Andy hear the flapping of the crows' wings? *no* _____ Could he hear
the crows? *yes* _____

Andy noticed that a cool wind swayed the trees.

Could Andy hear the leaves of the sapling rustle? *yes* _____ Could he feel
the sapling move? *yes* _____

As Andy listened, the silence of the forest was broken only by the chirping crickets among the ferns and by the lonely cry of a loon deep in the woods.

Were the crickets nearby? *yes* _____
Could Andy see the loon? *no* _____

Like a monkey, Andy swung from the sapling to the limb of a hollow spruce tree.

Could Andy feel the muscles in his arm stretch? *yes* _____ Did he hang for a
second by one hand? *yes* _____

The menacing bear had moved from the sapling and was climbing the thick trunk of the spruce tree.

Did the bear's sharp claws dig into the bark of the tree? *yes* _____ Did the
bear move both forepaws at the same
time? *no* _____

Andy frantically clutched a short dead limb and snapped it from the trunk of the spruce tree.

Were his fingers bent? *yes* _____ Did
the limb make a crackling sound when
it broke? *yes* _____

As Andy pounded on the tree trunk with the dead limb, his ears rang, and the muscles in his arm throbbed.

Was Andy tired? *yes* _____ Did his ears
bother him? *yes* _____

Frightened by all the noise, the bear slid down the tree trunk to the ground and bounded away into the darkness of the forest.

Did the bear slide noiselessly down the tree? *no* _____ Was Andy able to
see where the bear went? *no* _____

Different Impressions



An accident occurred at a busy street corner. The traffic officer who was on duty questioned the driver of the automobile and three people who had been in the vicinity. All four people remembered different things about the accident. Here are the statements they made to the policeman.

“It’s my own fault entirely that I upset the popcorn cart,” Willie Clayborn stated disgustedly. “I realized that my emergency brake was no good. I had been working on it all afternoon, trying to fix it.

“When that dog darted out into the avenue, I yanked on the brake and then turned the wheel sharply. I missed the dog, but I lost my head and threw my hands in the air. Next thing I knew, I had banged into the cart and had come to a dead stop. There I sat hunched over the wheel, trembling like a leaf.”

“I came along just after the accident happened,” said Vernon Webster. “And as I recall it, one thing made me aware that something was wrong. It was the smell of popcorn mixed with the very disagreeable odor of gasoline that was trickling from the fuel tank.”

“I saw the old red automobile miss the dog and then crash into the popcorn cart,” Ed Wilson told the policeman. “I think the driver lost his nerve after he barely missed that black pup and was unable to control his car.

“When the driver got out of the car, his face was as white as a sheet. In fact, it was whiter than the popcorn that scattered over the hood and the front fenders of that battered-up, ancient vehicle.”

“Yes, I happened to see the whole thing,” explained Thomas Barton. “I glanced up just as that old tin Lizzie came rattling and sputtering toward the corner. Apparently there wasn’t any muffler on its exhaust pipe.

“The driver attempted to stop, for the tires screeched. The car hit the popcorn cart with a loud thud. The scared pup yipped and yelped, and the people standing nearby shouted.”

Find the most appropriate ending for each incomplete sentence. Put the number in the blank.

Willie Clayborn recalled 2

Vernon Webster recalled 4

Ed Wilson recalled 1

Thomas Barton recalled 3

1. things he saw as he watched the accident.
2. how he felt when the accident occurred.
3. sounds that he heard during the accident.
4. smells at the scene of the accident.

The Five Senses

Each paragraph describes a scene or a situation. As you read, try to imagine the scene. Decide whether the scene was described chiefly in terms of sight, sound, smell, taste, or touch and number it.

1. sight 2. sound 3. smell 4. taste 5. touch

5--- Stinging needles of sleet cut into my face as I struggled onward through the blizzard. My fingers throbbed, and my legs ached from the bitter wind. My toes were so cold that each step made me wince with pain. The drifting snow caught at my feet and ankles. How I longed for my warm fireside!

2--- Even at night the barn was filled with life. Mice scampered with pattering feet across the loft floor, and crickets chirped gaily from a pile of fresh hay. Horses in the stalls below shifted their feet with muffled thuds, snorting now and then as the wind caught the barn door and banged it.

1--- When Ray went outside the next morning, the world had changed into a glistening wonderland. Snow, light and crisp and deep, lay on eaves and lawns. Each fence post seemed to be topped with a fluffy, white powder puff, and the bushes on either side of the gate were like huge, white-furred animals.

4--- Tom thought he had never eaten such a fine meal. There were thick, tender slices of turkey, mounds of fluffy, whipped potatoes, pools of well-seasoned gravy, a large helping of sage dressing, tart cranberries, nippy apples in a salad, biscuits dripping with honey—and later, a big piece of spicy pumpkin pie.

1--- Against the dark-green background of pines, the maple trees stood out like dancers with outspread scarlet skirts. Here and there the silvery gleam of a white birch could be seen. A fluffy little cloud slowly floated overhead as though unwilling to leave such a spot of beauty. But the wind urged it onward.

3--- It was a fine day to be alive. The air was clear and full of the salty freshness of the sea. The man who stood in the door of the long-unused cabin forgot its stuffiness, the stifling smoke from the faulty chimney, and the telltale odor of blankets long laid away in moth balls. He breathed deeply of the fresh sea air.

5--- As David swung along the country road, his fishing rod resting lightly on his shoulder, he thought happily of the day before him. The sun beat warmly on his back, and the dust in the road felt good to his bare feet. Suddenly his right foot came down upon a sharp stone buried in the dust, and he cried out.

2--- The farmer awoke to a barnyard chorus. The cows mooed complainingly, and the calves added their voices to the din. The hens clucked noisily as they hunted worms for breakfast. The ducks took off for the pond with loud quacks, and the collie dog barked excitedly as he chased a squirrel up a tree.

Finding a Word in a Dictionary

a b c d e f g h i j k l m n o p q r s t u v w x y z

On each part of the page, number the words to show the order in which they would appear in a dictionary. The first part is done for you.

- | | | | |
|------------------|---------------|----------------|--------------|
| __3__ carrot | __3__ song | __4__ antler | __2__ gather |
| __5__ elevator | __1__ scold | __2__ announce | __5__ gloves |
| __1__ allegiance | __6__ swam | __5__ anxious | __4__ glance |
| __6__ frog | __2__ shelter | __6__ any | __3__ gaze |
| __4__ dictionary | __5__ struck | __3__ answer | __6__ growl |
| __2__ blink | __4__ speed | __1__ animal | __1__ gas |

- | | | | |
|-----------------|---------------|--------------|--------------|
| __2__ beard | __5__ drank | __5__ wire | __6__ drink |
| __5__ garage | __1__ dare | __6__ witch | __4__ dozen |
| __4__ Easter | __2__ deal | __3__ wiggle | __2__ doe |
| __6__ ham | __3__ diamond | __1__ wicked | __1__ desert |
| __1__ afterward | __4__ dock | __4__ wink | __5__ drew |
| __3__ crackle | __6__ dug | __2__ wife | __3__ doll |

- | | | | |
|----------------|--------------|----------------|-------------|
| __4__ nonsense | __1__ garnet | __5__ basement | __1__ lamb |
| __3__ mouse | __2__ geese | __2__ bait | __5__ lost |
| __6__ table | __4__ glue | __6__ bath | __3__ lend |
| __2__ kicked | __6__ grunt | __1__ backward | __6__ loyal |
| __1__ itself | __5__ gnaw | __4__ bargain | __4__ lever |
| __5__ pearl | __3__ giant | __3__ bang | __2__ learn |

- | | | | |
|-----------------|----------------|---------------|--------------|
| __6__ yawn | __6__ prairie | __2__ calf | __3__ truth |
| __2__ special | __5__ porridge | __1__ cage | __6__ turtle |
| __3__ unless | __2__ pent | __4__ Canada | __2__ trout |
| __1__ quack | __1__ patch | __3__ camp | __1__ timber |
| __4__ vegetable | __4__ plump | __5__ captain | __5__ tune |
| __5__ win | __3__ pillow | __6__ caw | __4__ tumble |

Which Word Is It?

Above each sentence is the pronunciation of one of the words in the sentence. Look at the key that is at the bottom of the page. Say the pronunciation to yourself. Read the sentence. Then draw a line under the word for which the pronunciation is given. The first one is done for you.

(tāp)

Mr. Bean wrapped the dripping water tap with tape.

(hūj)

The huge grizzly bear attempted to hug its keeper.

(bras)

“I will brace the roof with this brass rod,” said the carpenter.

(stēp)

Debbie went down the steep stairway one step at a time.

(rān)

The driver of the milk wagon dropped a rein when the horse ran away.

(īl)

The thoughtful young clerk assisted the ill customer up the aisle.

(sit)

Susanna said, “I’ll sit here until the ship is out of sight.”

(stīl)

Although the hat was five years old, it was still in good style.

(sed)

“I have already bought my seed corn for this year,” said the farmer.

(on)

“Does anyone here own the car on the bridge?” inquired the officer.

(pek)

The chipmunk took one peek at the peck of tempting red apples.

(ām)

“I aim to be a basketball star when I am grown,” boasted Abe.

(rag)

When Polly saw the rag on the clean floor, she flew into a rage.

(hōp)

“I hope my rabbit didn’t hop out into the street,” thought Jim.

(sēt)

“Set the box on the back seat of the car,” said Mrs. Moss.

(kut)

The cute little kitten cut its paw on the broken pitcher.

(kwit)

The farmer quit his work and rested for quite a long time.

(rōd)

Louis picked up the metal rod that he found at the side of the road.

hat, āge; let, ēqual; it, īce; hot, ōpen; cup, ūse

Which Pronunciation Is It?

The key at the bottom of the page will help you interpret the three pronunciations under each picture. Draw a line under the pronunciation that is the name of the picture.



(bou)
(bō)
(bōi)



(koil)
(kīl)
(kōl)



(lat'ər)
(loi'tər)
(let'ər)



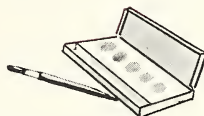
(oks)
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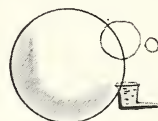
(toil)
(tūl)
(tou'əl)



(kōk)
(kùk)
(kāk)



(pants)
(pānts)
(pan'tri)



(buk'əl)
(bū'gəl)
(bub'əl)



(māl)
(mūl)
(mēl)



(les)
(laf)
(lēvz)



(kol'ər)
(kul'ər)
(kūl'ər)



(jog)
(jug)
(jūj)



(kə būs')
(kab'ij)
(kab'ən)



(spoil)
(spūl)
(spil)



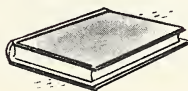
(pin)
(pīn)
(pan)



(sēl)
(soil)
(sel)



(hed)
(hūj)
(hej)



(bīk)
(būk)
(buk)



(houl)
(hōl)
(oul)



(pə lēs')
(pōlz)
(plēz)

— hat, āge; let, bē; it, īce; hot, ōpen; oil, out; cup, pūt, rüle, ūse; takən

Select the Right Definition

af ford (ə fôrd'), 1. have the means; have the money, time, or strength: *Can we afford to buy a new car? He cannot afford to waste so much time.* 2. yield; give: *His own garden affords fresh vegetables for the family. Reading this story will afford real pleasure.*

bark¹ (bârk), 1. the tough outside covering of the trunk, branches, and roots of trees. 2. strip the bark from (a tree). 3. scrape the skin from: *I fell down the steps and barked my shins.*

bark² (bârk), 1. the short, sharp sound a dog makes; a sound like this, such as the bark of a fox, a squirrel, a gun, or a cough. 2. make this sound or one like it. 3. shout sharply: *Those officers bark out their orders.*

bark³ (bârk), 1. a kind of ship with three masts. 2. boat; ship. *Used in poetry.*

emp ty (emp'ti), 1. with nothing in it: *an empty nest.* 2. meaningless; not real: *An empty threat has no force back of it.* 3. pour out or take out all that is in (a thing): *Bill emptied his glass.* 4. flow out: *The Mississippi River empties into the Gulf of Mexico.*

la bor (lā'bôr), 1. work; toil. 2. piece of work. 3. workers: *Labor deserves fair wages.* 4. move slowly and heavily: *The ship labored in the heavy seas.*

mild (mîld), 1. gentle; kind: *a mild old gentleman.* 2. calm; warm; temperate; not severe: *mild weather.* 3. soft or sweet to the senses; not sharp, sour, bitter, or strong in taste: *mild cheese, a mild cigar.*

pe ri od (pēr'i əd), 1. an amount of time marked off by events that happen again and again; a time after which the same things begin to happen again: *A month, from new moon to new moon, is a period.* 2. a certain series of years: *the period of the Civil War.* 3. amount of time: *He visited us for a short period.* 4. end. 5. dot (.) marking the end of most sentences or showing an abbreviation, as in Mr. or Dec.

slight (slīt), 1. small; not much; not important: *I hardly felt that slight scratch.* 2. slender; not big around: *She is a slight girl.* 3. pay too little attention to: *This maid slights her work. Nell felt slighted because she was not asked to the party.* 4. slighting treatment; an act of neglect: *Cinderella suffered many slights from her sisters.*

tem per (tem'pər), 1. state of mind; disposition; condition: *She has a sweet temper.* 2. angry state of mind: *Ed flies into a temper at trifles.* 3. calm state of mind: *He became angry and lost his temper.*

though (tʰō), 1. We take our medicine, though we do not like it. Though it was pouring, the girls went to school. 2. even supposing that: *Though I fail, I shall try again.* 3. however: *I am sorry for our quarrel; you began it, though.* 4. As though means as if: *You look as though you were tired.*

vi sion (vîzh'ən), 1. power of seeing; sense of sight: *The old man wears glasses because his vision is poor.* 2. power of perceiving by the imagination or by clear thinking: *the vision of a prophet, a man of great vision.* 3. something seen in the imagination, in a dream, etc: *The beggar had visions of great wealth.*

Which definition explains the meaning of the underlined word in the sentence? Write the entry word and the number of the definition in the blank.

"We couldn't afford a new radio this month," said Nat. afford 1

The lost hunter labored through six miles of snowdrifts before he reached the highway. labor 4

For a period after the camera bulb flashed, Evelyn could see small, bright suns wherever she looked. period 3

The faithful hound had stood beside the old well and barked until help came for his master. bark² 2

When Mr. Richards entered the old, deserted building, he thought he detected a slight odor of gas. slight 1

In a fit of temper, the child threw her food onto the floor. temper 2

When Mrs. Page came upstairs, she found her young son busily emptying all the dresser drawers. empty 3

Lowell said, "My brother and I own this fishing rod in partnership; you may borrow it, though." though 3

"I believe we're going to have a nice mild day for our last football game," said Ed happily. mild 2

A young man must have good hearing and good vision to pass the entrance tests for the air force. vision 1

hat, âge, cäre, fär; let, ēqual, tērm; it, ĭce; hot, ôpen, ôrder; oil, out; cup, pût, rûle, ūse; ch, child; ng, long; th, thin; tʰ, then; zh, measure; ə represents a in about, e in taken, i in pencil, o in lemon, u in circus.

Tune the Definition into the Sentence

Which definition could be used in place of the underlined word in the sentence? Write that definition on the dotted line.
Be careful! Sometimes you will need to add an ending to a word in the definition to make the sentence read smoothly.

Bob said, “Go call the police on the telephone. They always know what to do.”

call (kôl), 1. cry; shout; speak loudly. 2. a shout; a cry. 3. speak to. 4. name.

speak to

The huge black bear grabbed the candy bar and began to chew on it.

grab (grab), 1. snatch: *The big dog grabbed the meat and ran off.* 2. a snatching.

snatched

The eager crowd kept edging toward the gates to the amusement park.

edge (ej), 1. the part that is the greatest distance from the middle. 2. move little by little: *He edged his chair nearer to the fire.*

moving little by little

When Howard saw his picture in the newspaper, he thought that he looked pretty silly.

pretty (prit’i), 1. pleasing: *a pretty face, a pretty dress.* 2. fairly; rather.

rather or fairly

The principal thought that the boys did well in handling the crowd.

handle (han’dəl), 1. a part of a thing made to be held by the hand. 2. to touch with the hand. 3. manage.

managing

Mrs. Thomas pulled and pulled, but her small son’s hand was stuck fast in the jar.

fast (fast), 1. rapid. 2. ahead of time. 3. firmly: *The fox was caught fast in the trap.*

firmly

By two o’clock, people were packed on the sidewalk waiting for the parade to begin.

pack (pak), 1. package tied together for carrying: *The old soldier carried a pack on his back.* 2. put together in a box. 3. crowd closely together.

crowded closely together

A clown dressed in ragged clothes glared at another clown who had taken his umbrella.

glare (glār), 1. a strong, unpleasant light. 2. shine strongly. 3. a fierce stare. 4. stare fiercely.

stared fiercely

Rewrite each sentence, using the definition instead of the underlined word. You may need to change the order of some words to make the sentence read smoothly. The first one is done for you.

Some people swing their arms as they walk.

swing (swing), 1. move back and forth. 2. seat hung from ropes.

Some people move their arms back and forth as they walk.

Bill was able to teach Al how to use boxing gloves.

teach (tēch), help to learn; make understand.

Bill was able to help Al learn how to use boxing gloves, or Bill was able to make Al understand how to use boxing gloves.

Rainy October days drive the children indoors to play.

drive (driv), 1. make go. 2. go in a car. 3. road.

Rainy October days make the children go indoors to play.

Mrs. Brown hoped the locket would delight Sarah.

de light (di lit'), 1. great pleasure; joy. 2. please greatly.

Mrs. Brown hoped the locket would please Sarah greatly.

Andy showed Dave how to run the new power mower.

run (run), 1. move the legs quickly. 2. creep; climb. 3. make go.

Andy showed Dave how to make the new power mower go.

The maid chopped the cabbage in a wooden bowl.

chop (chop), 1. cut by blows. 2. cut into small pieces.

The maid cut the cabbage into small pieces in a wooden bowl.

Mr. Dodge did not notice that he had turned into a blind street.

blind (blind), 1. not able to see. 2. take away one's sight. 3. with only one opening.

Mr. Dodge did not notice that he had turned into a street with only one opening.

Rewrite each sentence using the definition instead of the underlined word. You may need to rewrite the definition in your own words to make it fit. Sometimes you may need to change words in the sentence, too.

accept (ak sept'), 1. take what is given to one. 2. say yes to. 3. take as satisfactory: *We accepted her excuse.*

anger (ang'gor), 1. the feeling that you have when you are angry. 2. make angry: *Young Charlie's naughtiness angered his father.*

experience (eks pēr'i əns), 1. what happens to a person: *a pleasant or sad experience, to know by experience.* 2. practice; knowledge gained by doing or seeing things: *Have you had any experience in this kind of work?* 3. feel; have happen to one: *to experience very great pain.*

improve (im prūv'), 1. make better: *You could improve your handwriting if you tried.* 2. become better: *to improve in health.* 3. use well: *We had an hour to wait and improved the time by reading.*

inspect (in spekt'), 1. look at carefully; examine: *A dentist inspects the pupils' teeth twice a year.* 2. examine formally or officially: *All mines are inspected by government officers.*

moist (moist), slightly wet; damp.

relax (ri laks'), 1. loosen up; become less stiff or firm: *Relax your muscles to rest them. Relax when you dance.* 2. make or become less stern or harsh: *Rules were relaxed on the last day of school.* 3. relieve or be relieved from work or effort.

throb (throb), 1. beat rapidly or strongly: *Climbing stairs makes her heart throb. His wounded arm throbbed with pain.* 2. a rapid or strong beat: *A throb of pain shot through his head.*

Jean could feel her heart throbbing.

Jean could feel her heart beating rapidly.

Mr. Taylor improved the appearance of the yard.

Mr. Taylor made the yard look better.

Howard's forehead was moist.

Howard's forehead was damp.

Merry accepted an invitation to the party.

Merry said yes to an invitation to the party.

Richard relaxed when he found the book.

Richard was relieved when he found the book.

Ted inspected the old penny.

Ted examined the old penny

A friend's joke did not anger Joseph.

A friend's joke did not make Joseph angry.

Ray learned a lesson from his experience at the football game.

Ray learned a lesson from what happened to him at the football game.

The conversation and actions of the characters in each passage help you know what kind of person each one is. Read each passage; then look at the defined words at the top of the page. Finish the last sentence in each passage by writing in the word that best describes that person.

ac tor (ak'tər), 1. person who acts on the stage or in moving pictures. 2. person who does something.

chef (shēf), head cook.

daw dle (dō'dəl), waste time; idle; loiter: *Don't dawdle over your work.* **daw dled**, **daw dling**.

op ti mis tic (op'tə mis'tik), 1. inclined to look on the bright side of things. 2. hoping for the best.

per sist ent (pər sis'tənt), 1. persisting; having staying qualities, especially in the face of dislike or disapproval: *a persistent worker, a persistent beggar.* 2. lasting; going on; continuing: *a persistent headache that lasted for three days.*

re spect (ri spekt'), 1. honor; esteem: *Children should show respect to those who are older and wiser.* 2. feel or show honor or esteem for: *We respect an honest person.*

re spect ful (ri spekt'fəl), showing respect; polite: *He was always respectful to older people.*

self-con scious (self'kon'shəs), made conscious of how one is appearing to others; embarrassed, especially by the presence or the thought of other people and their attitude toward one; shy.

tal ent ed (tal'ən tid), having natural ability; gifted: *a talented musician.*

The clock was striking five as Betsy hurried into the house. Only half an hour to prepare dinner!

"Oh!" she cried, peering into the icebox. "Charlie must have eaten the ice cream. Now what will I have?"

She thought a minute. "Oh, well, this gives me a chance to try the pudding mix that Mother bought."

While the pudding was cooling, Betsy set the table. "Let's see—sugar, cream, butter, bread—" But there was only a solitary crust in the breadbox.

"Nothing to do but trot to the store for bread," she murmured. "Actually, I'd like to get outdoors for a while."

Betsy was optimistic-----

"I would really like to sing at the big Christmas benefit," thought Bob. "Once in Baltimore I sang on TV. But I'm a newcomer here, and I don't suppose the other boys and girls would want me to sing with them."

After school as Bob helped his father shovel snow, Bill and Jack came by. Jack said, "We're going to Joe's house to watch television."

"Oh," said Bob politely.

The boys walked on, and Bob, looking disappointed, said, "I hoped they were coming to see me."

"Why don't you ask them over sometime?" asked his father. "I expect they would enjoy the film that you took in Canada last summer."

"I didn't think of that," admitted Bob. "Anyway, they don't know me very well. Maybe they wouldn't want to come."

Bob was self-conscious-----

"Come on, Slowfoot!" called Tim.

"In a minute!" Al replied.

After a while Al ambled downstairs. "Mother, where's Tim?" he asked.

"He didn't want to be late," said Mrs. Prince, "so he went on without you."

Play practice had already begun when Al strolled in. "Hurry up," called Mr. Grogan, the director. "It's your turn to speak."

Al walked onto the stage and began haltingly, "If the location—of—the—er—ancient— Oh, Mr. Grogan, I'd planned to study my part last night, but I got absorbed in a TV show. I'll have it learned by Tuesday night, though."

Al was a dawdler-----

Which Thing Doesn't Fit the Time?

Each paragraph tells about something that might have happened about 170 years ago during the time George Washington was President of our country. Be on the alert, though! You will find the names of some things we have today, but which were unknown at that time. Underline those things.

The musicians that were to play for dancing after Cousin Sarah's wedding did not arrive. So somebody turned on the radio, and the guests spent two hours dancing to the music.

On cold winter days when Mrs. Ball drove in the automobile, she wrapped her baby in a bearskin robe and closed the zipper opening, so that he would be snug and warm.

On Christmas each child saw at least one gift for himself on the tree. On the tree were building blocks, a doll with curly hair, a movie camera, a sack of marbles, a toy glider, a fountain pen, and a set of toy soldiers.

One spring the ice in the river melted and caused a dangerous flood. While the rest of the family remained at home, Mr. Yard and his oldest son set off in great haste to get a motorboat.

Betsy and Robert watched the workmen as they dug away part of a hill to clear a space for a narrow road. The men were using a steam shovel, several teams of horses hitched to plows, and a large tractor.

Dan hurried home through the snowy woods. He had been at a friend's cabin that afternoon and had stayed longer than he meant to. But if he hurried, he would still get home in time to see his favorite television program.

All the people for miles around came to greet President Washington. They came by airplane, stagecoach, covered wagon, bicycle, car, and horseback.

One dreary day in the city, Rebecca felt lonesome. Her cousin Ellen said, "I know something that will amuse you. Meet me downtown this afternoon, and we'll see a movie."

Mrs. Williams fed her family a fine dinner. She served roast deer meat, applesauce, baked potatoes, and cake. While they were eating, Uncle Mark arrived by taxi from the bus station.

Jean King often went to stay several days with her grandparents, who lived forty miles away. But every night she talked to her mother on the telephone.

One forenoon Polly said to her father, "The candle mold and the electric iron are broken. Will you have time to fix them before you leave on the train?"

Mrs. Page asked the store to deliver several things on the next truck. She sent for a winter cloak and bonnet, ten inches of red ribbon, a hearth broom, an electric toaster, and a pincushion.

Mrs. Post looked at the articles for sale on the first floor of the shop. Then she got on the elevator and went to the second floor to buy a vacuum cleaner.

Pioneer Times and Today



Many years have passed since the first steamboat appeared on the winding Ohio River. The hills along the shore are the same general shape today as they were then, and sometimes deer still swim in the river. But that is just about all that remains unchanged.

Miles and miles of uncut forests lined the banks when the first boats powered by wood-burning engines puffed up the river. Those forests have since been cut down. Today truck gardens, farms, parks, towns, and cities line the banks of the river.

The first steamboats passed only a few towns. And they could hardly be called towns—each one had just a fort, a store, a mill, and a handful of homes. Boats making the same trip today pass many large cities in which thousands of people live.

The first steamboats traveled on the Ohio only after a heavy rain because the river was not deep enough in dry weather. In fact, pioneers used to drive across the river with a wagon and team when the water was low. Heavy rains still cause the river to flood, but it has now been deepened. Today boats big enough to haul five hundred automobiles can make the trip upriver at any time of year. People are able to go across the river on fifty different bridges.

Settlers along the Ohio River were excited when they heard the first steamboat coming down the river. Everyone rushed to the riverbank to see the wonderful sight. Today, people living along the river pay little attention to the toot of whistles and the putt-putt-putt of motors. They hear sounds like these twenty-four hours a day.

If a statement about the Ohio River was true only in pioneer times, put *P* before it. If it is true only today, put *T* before it. If it is true of both pioneer times and today, put both letters before it.

..T It is a busy, noisy river.

P,T The soil on its banks is rich.

..P Steamboats on it burn wood.

..T Big cities are on its shores.

..T Many bridges go across it.

P,T It winds in and out among hills.

..P Thick forests line its banks.

P,T Deer swim in it.

..T Boats use it day and night.

..T It flows past tall buildings.

What Happened at the Same Time?

Tom Parker was on his way to Salt Lick by stagecoach. When the coach stopped at Rocky Gully, he noticed an interesting-looking man leaning against a hitching post.

At starting time the man entered the coach, sprawled on one seat, and said, "Reckon I'll have to introduce myself. I'm Frank Tracey."

As the stagecoach went on its way, Frank told Tom one tale after another about the country through which they were passing. In the middle of a very exciting incident, the stagecoach jolted to a sudden stop.

Tom looked out. A solitary man was standing by a brown horse. The man's hat was pulled down to his eyes, and a handkerchief was tied over his nose and mouth. In a menacing voice he said, "Come out with your hands up. And be quick about it!"

When Tom and Frank emerged from the coach, they were covered by another masked man. He was extremely tall and wore an elkskin coat.

A third masked man stood guard by the heads of the frightened horses. He yelled at the driver of the stagecoach, "Drop the lines!"

The tall robber who was aiming his gun at the passengers said, "Hand over your money!" Tom turned to Frank for a hint as to what to do. When he saw Frank holding out his pocketbook, Tom extended his, too.

The man by the horses told the driver to hand over the express box, the mail bag, and his shotgun. As the thief took them, Tom saw that there was a finger missing from the man's right hand.

Suddenly the tall man called out in a very hoarse voice, "Look up the road! Soldiers! Let's get out of here." The thief with the money limped to his horse and mounted it clumsily. The others vaulted into their saddles and galloped away.

As the driver quieted the horses, Tom watched the soldiers approach, riding four abreast. Major Ball was in command. As the driver told him about the holdup, Tom tried to figure out just how Frank Tracey could be so relaxed.

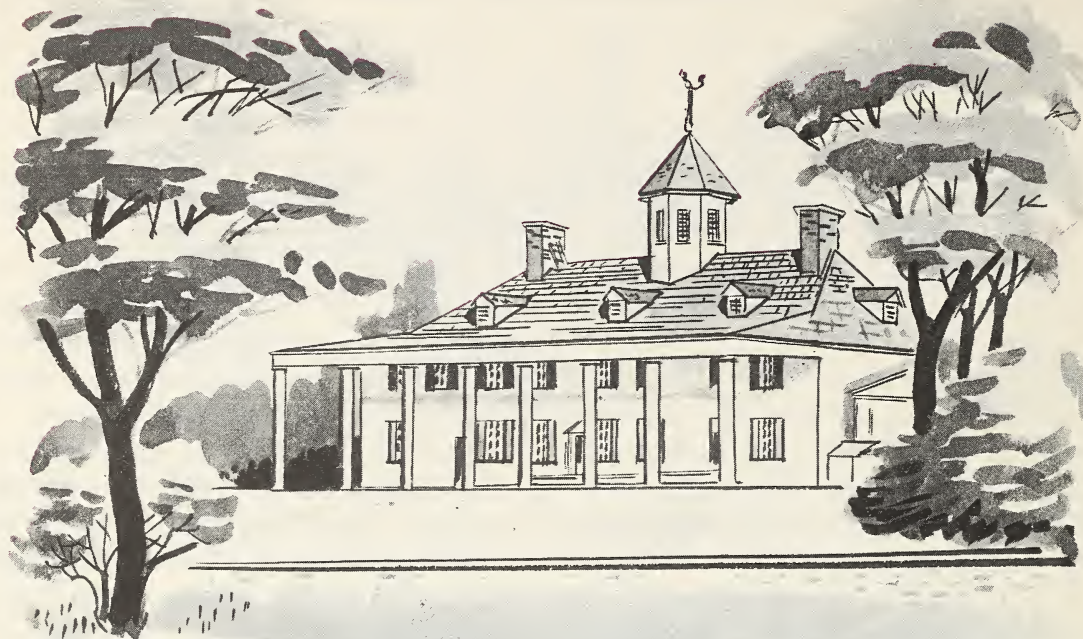
"Major Ball," said Frank, "the men looked suspiciously like some fellows to whom Pierre lent his cabin on Maple Creek. We can describe them to you, and you'll probably be able to catch them before they can do any more damage."

The stagecoach was stopped by a masked man while Frank Tracey was telling Tom
about the country through which they were passing.

While one man kept watch, the other men robbed the passengers and the stage-
coach driver.

While Tom watched the soldiers approach, the stagecoach driver was quieting the
horses.

While Major Ball was talking to the driver, the robbers were galloping away.



The Home of a Famous American

Every year thousands of American citizens visit Mount Vernon, the home of the first President. They come by boat, by bus, and by car to see this famous house in Virginia. Visitors find that the lovely house and grounds, which George Washington loved so well, have the same appearance today as they had when he was President.

George Washington's home at Mount Vernon did not always look the way it does today, nor was it always named Mount Vernon.

When Lawrence Washington took his bride, Nancy Fairfax, there to live, the place was called Little Hunting Creek Farm. At that time the house was only one story and a half high, much smaller than it is today. Downstairs there was a wide hallway with two rooms on each side of it. Upstairs there were several small rooms.

Lawrence and Nancy Washington renamed their farm. They chose the word Mount because the house stood on a cliff overlooking the river. They chose Vernon because it was the name of a naval officer under whom Lawrence had served at sea.

George Washington became the owner of Mount Vernon after his half-brother, Lawrence, died. But before George married Martha, he remodeled Mount Vernon. George increased the number of rooms by raising the roof and adding a story to the house.

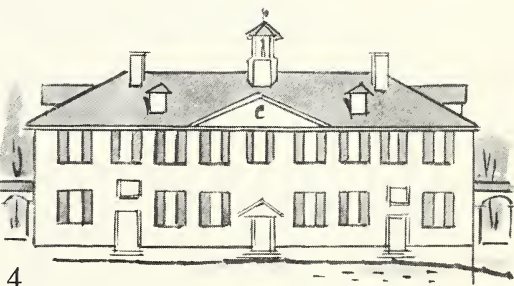
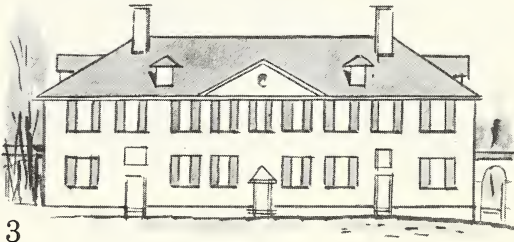
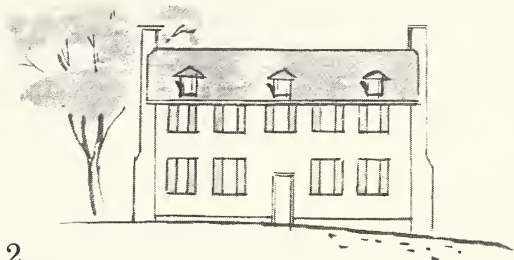
About fifteen years later George decided that Mount Vernon still was not large enough for comfort. So he made plans to enlarge it again. Just after the carpenters had started to work, he was called away from home to command the American soldiers in the war that was fought with England.

Fortunately, George Washington had a very able manager at Mount Vernon, who could go ahead with the plans for enlarging the house. So by the time that Washington returned from his eight tedious years of war duty, almost all the remodeling that he intended to do had been completed. A wing two-and-a-half stories high had been added to each end of the building.

George was able to spend the next six years at Mount Vernon. They were happy years, during which his plans for rebuilding the house were completely carried out.

The outside walls of the house were covered with boards of Virginia pine, cut and painted to look like blocks of white stone. A large porch two stories high was constructed on the side of the building that faced the Potomac River. Then the floor of the porch was covered with flagstones that had been ordered from England. An ornament was placed over the front door, and a tower with eight windows was built in the middle of the roof. Finally, a weather vane was put on top of the tower to provide the finishing touch.

In 1789 the people of America made George Washington the first President of the United States. At that time Mount Vernon had much the same appearance as it does today.



Write the number of the correct picture after each question.

What did Mount Vernon look like when George Washington was President of the United States? 4

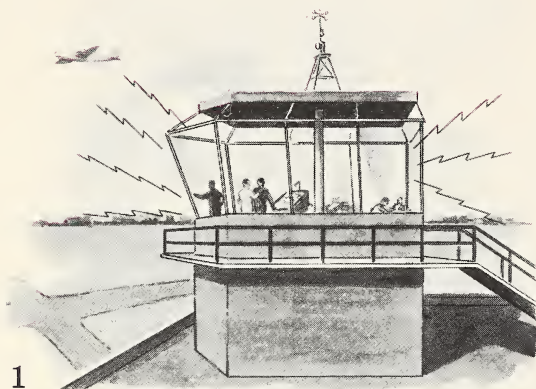
How did it look when Lawrence Washington lived in it? 1

What was the appearance of the house when Washington returned from the war with England? 3

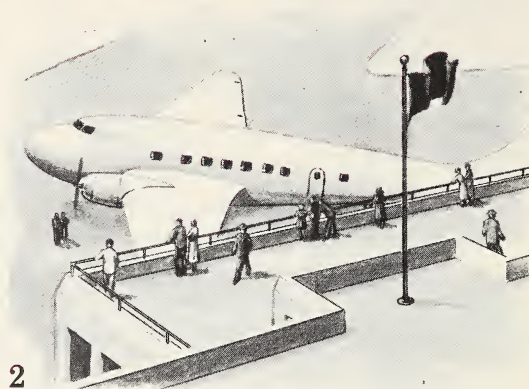
How did it appear when George Washington brought his bride there to live? 2

How does Mount Vernon appear to visitors today? 4

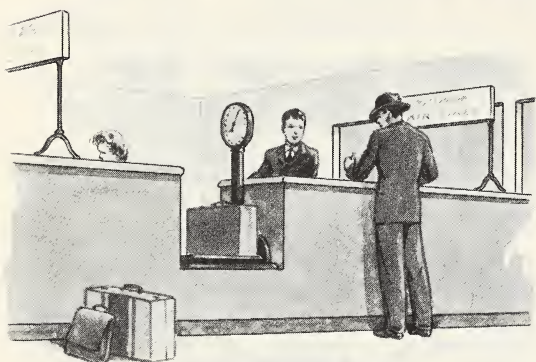
Where?



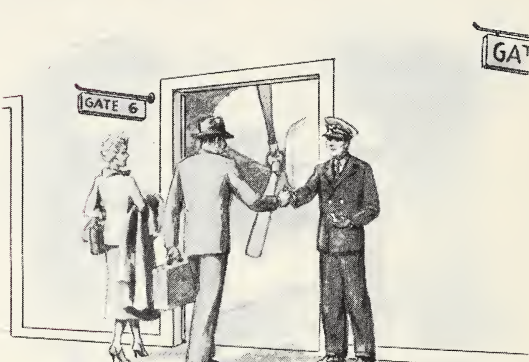
1



2



3



4

If you were at an airport, where would you probably be standing if you heard these things said?

4 "Is this the correct gate for Flight 610 to New York?"

2 "I think that is your father's plane taxiing down the runway."

3 "Your plane is an hour late. The time that it will arrive will be announced over the loud-speaker."

1 "Hello, Flight 320. I have you in my sight seven miles northwest of the field."

3 "Your daughter is under two years of age? There is no charge for her."

1 "Flight 15, you will be number two to land on runway five. Number one is approaching now."

3 "Your suitcase is eight pounds too heavy, sir. So there will be an extra charge."

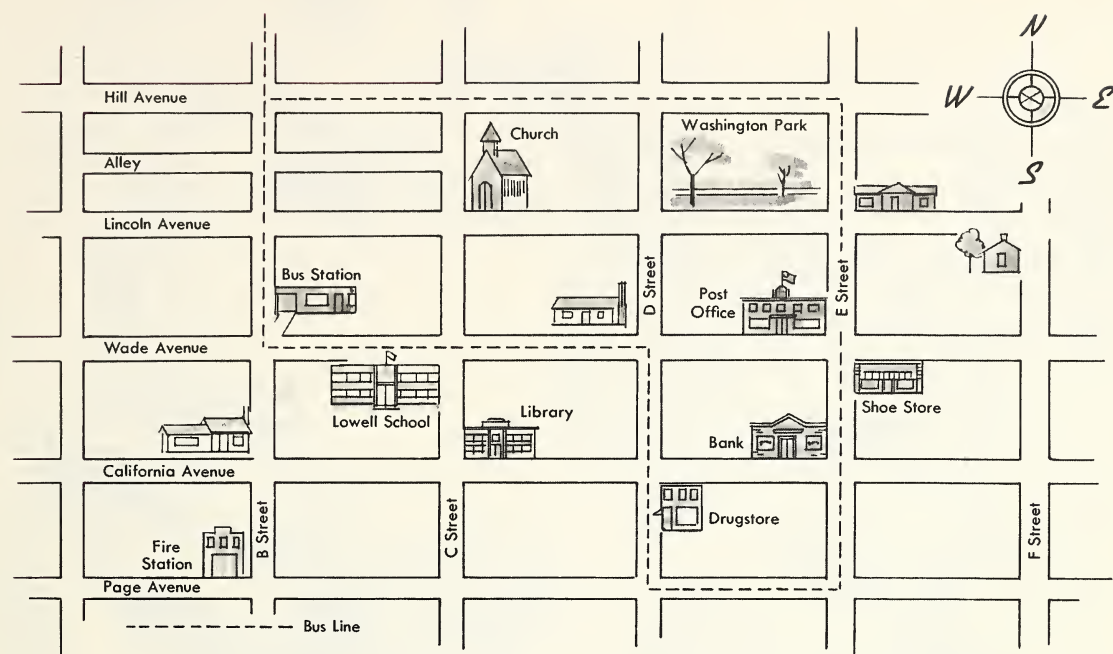
2 "Wave at Uncle Benjamin. He is sitting by the fifth window."

1 "Go ahead, Flight 10. We're clear for you to land immediately on runway thirteen."

3 "This one-way ticket to New York will cost you eighteen dollars and fifty-seven cents."

4 "I'm sorry, sir, but no visitors are allowed beyond this gate."

1 "Flight 232, report to the tower immediately."



Map of Ellensville

If you start from the corner of Page Avenue and B Street and walk three blocks north and two blocks east, where would you be?

Lincoln Avenue and D Street

How many blocks would you walk to get from the bank to the bus station?

four

What building is located on a corner of Wade Avenue and C Street?

Lowell School

If you walk out of the post office, face west, and then walk almost three blocks, in front of what building will you be?

bus station

On what avenues does the bus run?

Hill, Wade, and Page

What building is on the northwest corner of Page Avenue and B Street?

fire station

If you start at the alley on B Street, walk two and one half blocks south, and then one block east, what building would be nearby?

library

What streets and avenues form the boundaries of Washington Park?

D Street, E Street, Hill Avenue, and Lincoln Avenue

In what directions will you walk to go from the drugstore to the shoe store?

east and north

What building is two blocks north of the library?

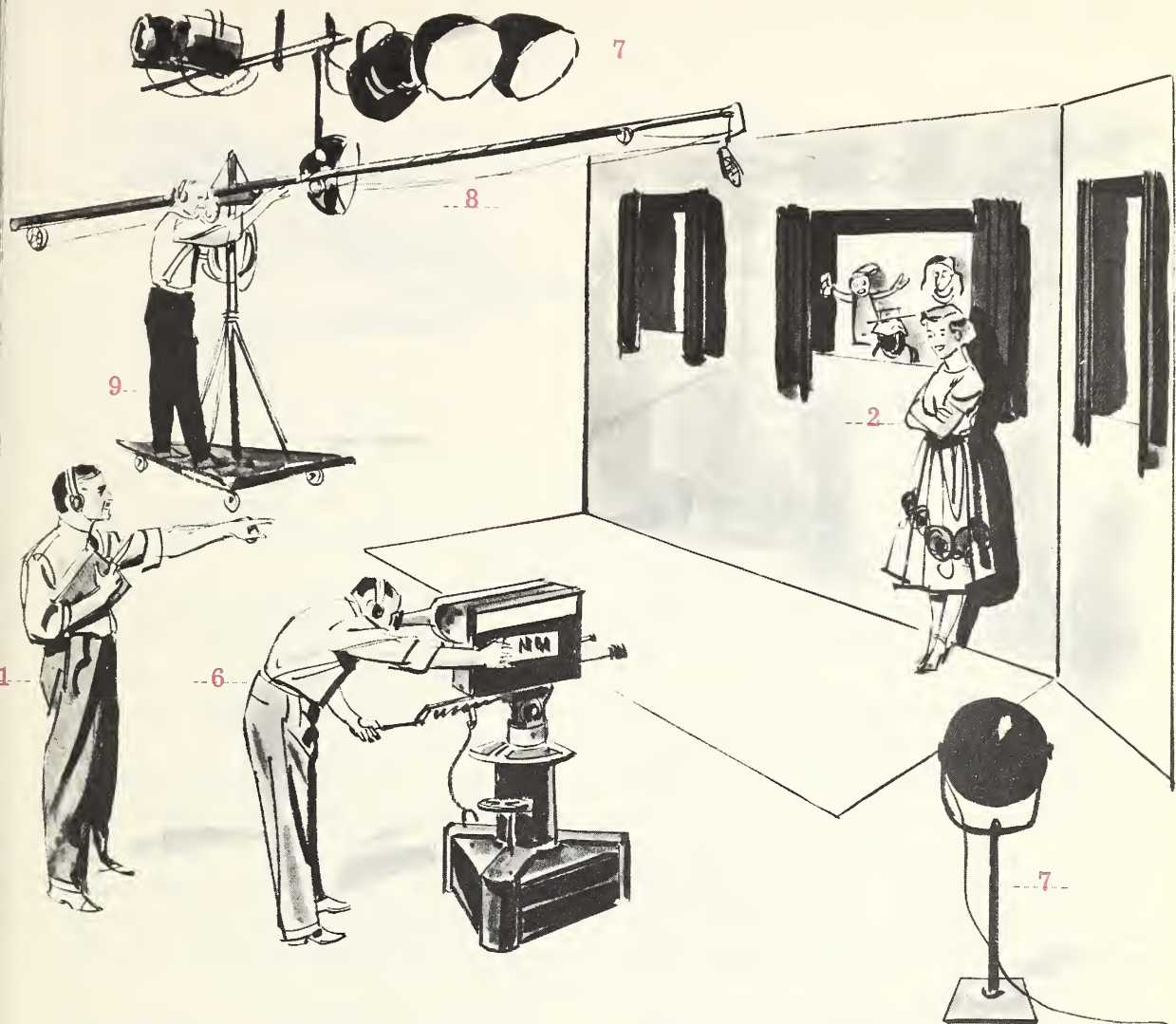
church



Number the pictures to match the television terms and their definitions.

1. FLOOR MANAGER a man who directs traffic on the floor so that things happen in the right place at the right time
2. TELEVISION PERFORMERS the people taking part in a television program
3. DOLLY a small, low-wheeled platform upon which a camera is mounted
4. CRANE a movable arm, mounted on a dolly, to which a camera is attached
5. ASSISTANT CAMERAMAN a man who pushes a camera dolly and moves the camera to the correct position for focusing
6. CAMERAMAN a man who operates a camera





7. SPOTLIGHTS the lights focused directly at the main part of the television show

8. MICROPHONE BOOM a high stand with a pole on it and a microphone hanging on the end of the pole

9. BOOM OPERATOR a person who turns a crank to extend the pole on the microphone boom or swings it from side to side

10. CONTROL ROOM a room set above the studio floor where the engineering crew and the director work during a television broadcast

11. DIRECTOR a person who manages the entire show from the control room

12. STAGE SET the scenery used for a television show

13. STUDIO AUDIENCE the visitors who watch the actual television program in the studio



Alike and Different



Geese and Airplanes

Often fifty or sixty geese, hissing and honking in their excitement, fly southward together in the fall of the year. As they soar upward into the air, they gradually form a wedge, or huge “V” in the sky.

Usually at the point of the wedge is a fearless old gander that leads the flight. Faithfully each year he pilots the flock to the South, where the geese spend the winter. Early in the spring, he brings them back to the northern wilderness. There, concealed by the tall reeds of a lake, the geese make their nests and raise their young.

During their long flight the geese must have places to rest and to recover their strength. Many little lakes hidden deep in the forests are used by the geese as resting and feeding stations. The pilot-gander always seems to know where

each of the lakes is. He stops briefly so that his flock can rest and eat, just as the pilot of an airplane stops to rest and eat.

When pilots fly planes in a group, they form a wedge. The airplanes soar far upward into the sky and look much like silver geese flying fearlessly in calm or cloudy weather.

Flying in a V-shaped wedge helps the planes in many ways. The plane that flies ahead of the others leads the way safely. The pilot of each plane has a clear view before him. This would not be true if the planes flew in a straight line.

The strong wind made by the powerful thrust of the planes’ jet engines stirs up waves in the air. By flying in a wedge, each plane can stay out of the strong wind that is stirred up by the airplanes ahead of it.

Put *G* before statements that are true about flying geese.

Put *A* before statements that are true about flying airplanes.

Put *A* and *G* before statements that are true of both geese and planes.

G, A They often fly in a wedge.

A(G) In a wedge, each one is out of the wind wave made by the others.

G, A The one at the point of the wedge is the leader.

A They look like silver.

A The thrust of the jet engines stirs up a strong wind.

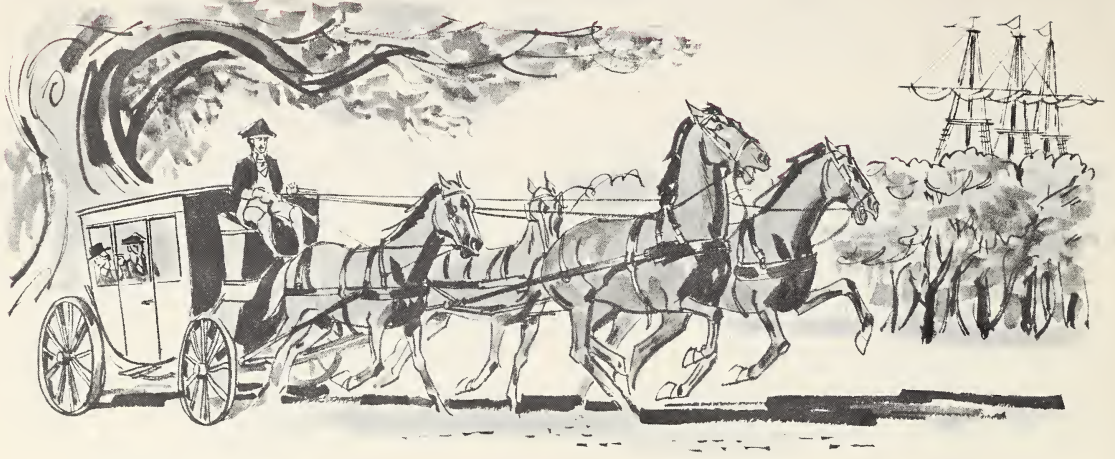
G, A While in a wedge, each one has a clear view.

G(A) They stop for rest and food.

G They nest in northern lakes.

Draw a line under the word at the right that will finish the sentence correctly.

Garage is to car as hangar is to	pilot	airplane	engine
Calf is to cow as colt is to	bear	<u>kitten</u>	horse
Lead is to pencil as ink is to	paper	pen	<u>chalk</u>
Cone is to fir tree as acorn is to	<u>oak</u>	<u>nut</u>	maple
Sour is to lemon as sweet is to	salt	pickles	candy
Bat is to baseball as racket is to	tennis	game	<u>court</u>
Clock is to time as thermometer is to	<u>rain</u>	temperature	wind
Fang is to snake as sting is to	<u>wasp</u>	<u>poison</u>	hurt
Ant is to insect as salmon is to	river	fish	food
Minister is to church as doctor is to	medicine	<u>hospital</u>	disease
Apple is to tree as grape is to	fruit	<u>purple</u>	vine
Halter is to horse as leash is to	<u>dog</u>	leather	<u>harness</u>
Tuesday is to day as June is to	week	<u>month</u>	minute
Crawl is to caterpillar as waddle is to	duck	<u>kangaroo</u>	snake
Sugar is to candy as flour is to	<u>petal</u>	bread	wheat
Hair is to dog as feathers are to	hat	<u>bird</u>	plume
Cave is to bear as nest is to	home	tree	robin
Rake is to tool as saucer is to	dish	plate	<u>cup</u>
Earth is to mole as water is to	<u>ocean</u>	burrow	<u>sunfish</u>
Lavender is to purple as pink is to	black	green	<u>red</u>
Rind is to orange as shell is to	gun	beach	walnut
Caterpillar is to butterfly as tadpole is to	tractor	<u>frog</u>	<u>crawl</u>
Water is to ship as air is to	wing	<u>car</u>	plane
Runners are to sled as wheels are to	<u>wagon</u>	watch	<u>spokes</u>
Paper is to book as glass is to	curtain	<u>window</u>	house
Spring is to summer as autumn is to	Halloween	<u>cold</u>	<u>winter</u>
Passenger is to train as customer is to	store	clerk	<u>counter</u>
Ring is to bell as toot is to	<u>blow</u>	<u>horn</u>	noise
General is to army as admiral is to	ship	officers	navy
Bacon is to eggs as cheese is to	milk	<u>crackers</u>	<u>eat</u>
Cold is to freeze as heat is to	melt	<u>ice</u>	warm
Shoe is to foot as ring is to	<u>bell</u>	<u>finger</u>	wrist



The Youngest Officer

David Farragut was born in July 1801, and grew up to be an honored officer in the United States Navy. His father, who was a captain in the navy, told young David many stories of ships and the sea. The boy made up his mind to be a seaman, too, just as soon as he was old enough.

When David was six, the Farraguts moved to New Orleans. Then David's experiences on the water began, for his father often took the boy on short trips along the coast.

Two years later his mother died, and David went to live with friends of his father, Commander and Mrs. Porter, who had taken a fancy to him. Commander Porter, a distinguished seaman, continued teaching the lad all about navigation and the handling of ships.

David worked hard on these subjects. By the time he was nine years old, he felt convinced, although he did not say so, that he could take charge of any ship, large or small, and sail it to any spot in the world.

On Christmas Day, 1810, Commander Porter informed David that there was a special present for him under the tree. When the time came to open the gifts,

the commander handed the boy a small envelope that at first sight looked quite unimportant.

But when David studied it closely, he could not hide his excitement. It was addressed to Master David Farragut and had come from the Navy Department in Washington. He had been awarded an appointment as midshipman in the United States Navy. Best of all, he was to serve on Commander Porter's ship, the *Essex*. At this time there was no special school for training officers for the navy. Instead, midshipmen were trained on board ship.

David waved the papers in the air and danced about gleefully. Then suddenly he remembered the dignity of his new appointment. Instantly he came to a stop in front of the commander and saluted.

"What a wonderful Christmas present, sir!" he exclaimed.

"You're the youngest midshipman in the American navy," said Commander Porter. "And it's quite likely that you may see some real fighting before you have sailed very long with me."

David was very proud of the midshipman's outfits that soon arrived. The day when he and the commander were to

leave home to join the *Essex* in port, the boy dressed up in his finest outfit. The commander raised his eyebrows when he saw David but made no comment. As their coach swayed and jolted along the dry ruts in the road, it stirred up clouds of powdery dust that covered David's blue jacket. And then, as they were crossing a shallow stream, one of the horses lost its footing. Over went the heavy coach, spilling the passengers into the stream.

David was a sight when he picked himself up out of the water. The commander could not help laughing. But when he saw David's dismay, he tried to comfort him. "You'll be all right, David. Fortunately it's a warm, windy day!"

As they neared the port, they could see the tall masts of the *Essex* rising above the treetops. "There is our new home, Mr. Farragut," said Commander Porter. "Don't forget that you are Mr.

Farragut from now on, son, for you are in the navy now."

Then he continued, "Once aboard ship, you will receive the same treatment from me as the other midshipmen."

David soon learned that the commander had been a good prophet on Christmas Day. The country was at war! Before long the *Essex* had captured a number of ships from the enemy. Navy officers from the *Essex* were put in charge of the crews of the captured ships, known as prize ships. When more officers were needed, men from the crew were promoted. It was not long before two of David's friends had been transferred.

"Never mind, David," said one of them. "Your turn will come."

On June 30, 1813, it did. When the orders of the day were announced, David heard the news. "Midshipman Farragut is transferred as prizemaster to a United States prize ship."

In what year did the Farraguts move to New Orleans? 1807

How old was David when his mother died? eight

Usually boys were not appointed as midshipmen until they were ten years old.

Was David older or younger than ten when he was appointed? younger

How old was David when he was transferred to the prize ship? eleven

Why was David so excited about his Christmas present? He had been

appointed a midshipman and would serve on the Essex.

When David received his midshipman's appointment, why did he salute the commander and address him as "sir"? He remembered the dignity of the

appointment.

Why did the commander raise his eyebrows when he saw David dressed in his best new outfit? He knew the trip to the port might soil the outfit.

What did the commander have in mind when he said, "Fortunately it's a warm, windy day"? The outfit would dry quickly.

Do you think the *Essex* was a steamship or a sailing ship? a sailing ship

Is It a Prefix?

The words in each of the four groups below begin with the same letters: *un*, *in*, *dis*, or *im*. Sometimes these letters are prefixes meaning *not*. Check the words that have prefixes meaning *not*.

☒ unable	☐ united	☐ understand
☒ unjust	☒ unexpected	☒ unharmed
☐ union	☐ uncle	☒ uncomfortable
☒ unbroken	☐ uniform	☒ unlucky
☐ under	☒ unafraid	☒ unknown
☒ uncertain	☒ unopened	☒ unpleasant

☒ incorrect	☒ indirect	☐ injure
☒ inexpensive	☐ inches	☒ incapable
☐ invite	☒ inexperienced	☐ interrupt
☐ insect	☒ insincere	☒ insensitive
☒ inconvenient	☒ invisible	☒ incomplete
☐ indeed	☒ inactive	☒ inaccurate

☒ disorderly	☒ disobey	☒ dislike
☒ disagreeable	☒ dissatisfied	☒ discourteous
☐ dismal	☐ disaster	☒ disrespectful
☒ disapprove	☒ disloyal	☐ distress
☐ distance	☒ dishonest	☒ distrust
☒ discontented	☐ dishpan	☒ disconnected

☐ impression	☐ implement	☒ immodest
☐ impulse	☒ imperfect	☐ improve
☒ impassable	☐ impudent	☒ immortal
☒ impolite	☒ impractical	☐ immense
☒ impossible	☒ impure	☒ improbable
☐ important	☐ imagine	☒ impatient

Prefixes and Suffixes

Form a new word by adding one of the prefixes or suffixes in the box to each root word below. The meaning of the word that you are to form is given at the right.

fore-	re-	dis-	-less	-er	-ness	-ward	-ship	-ful
-------	-----	------	-------	-----	-------	-------	-------	------

- | | |
|--------------------------------|--|
| _____ motion <u>less</u> _____ | not moving; without movement. |
| <u>fore</u> _____ arm _____ | the part of the arm between the elbow and the wrist. |
| _____ out <u>ward</u> _____ | going toward the outside. |
| _____ dark <u>ness</u> _____ | being dark; lack of light. |
| <u>fore</u> _____ cast _____ | 1. a report of what is coming. 2. tell what is coming. |
| _____ south <u>ward</u> _____ | in a southern direction; toward the south. |
| _____ purpose <u>ful</u> _____ | having a plan, an aim, or a purpose. |
| _____ friend <u>ship</u> _____ | a liking between friends. |
| <u>re</u> _____ model _____ | 1. model again. 2. make over. |
| _____ build <u>er</u> _____ | person or animal that builds. |
| _____ leader <u>ship</u> _____ | 1. being a leader. 2. ability to lead. |
| _____ jewel <u>er</u> _____ | person who makes or sells jewels. |
| <u>dis</u> _____ content _____ | a dislike of what one has and a desire for something else. |
| <u>re</u> _____ join _____ | join again; unite again. |
| _____ wind <u>ward</u> _____ | 1. toward the wind. 2. the side toward the wind. |
| <u>fore</u> _____ ground _____ | the part nearest the viewer; the part in front. |
| _____ need <u>less</u> _____ | not needed; unnecessary. |
| _____ idle <u>ness</u> _____ | 1. the condition of having nothing to do. 2. being lazy. |
| _____ mill <u>er</u> _____ | one who owns or runs a mill, especially a flour mill. |
| <u>re</u> _____ appear _____ | come into sight again. |
| _____ peace <u>ful</u> _____ | quiet, calm; full of peace. |
| _____ sea <u>ward</u> _____ | 1. toward the sea. 2. direction toward the sea. |

Think about the Meaning

Read the first four words at the left and then the two sentences at the right. In each blank write the word that fits the meaning of the sentence. Continue with the other groups of words and sentences.

arrange
arrangement
disarrange
rearranged

Betty did not like the ___arrangement___ of the flowers.
She ___rearranged___ them so that they looked better.

like
likable
likeness
alike

The sisters looked enough ___alike___ to be twins.
Each was the exact ___likeness___ of the other.

agree
disagreed
agreeable
agreement

The children were not very ___agreeable___.
They ___disagreed___ about everything.

place
replace
placement
displaced

Some bricks in the wall became ___displaced___.
A man came to ___replace___ them.

announce
announcement
announcer
unannounced

Dick said, "I have an ___announcement___ to make."
"I'm going to be a radio ___announcer___," he said.

move
movers
movements
removal

The ___movers___ took the furniture out of the house.
The ___removal___ of the furniture took just one hour.

pay
repay
unpaid
payment

Mr. Banks discovered his electric bill was ___unpaid___.
He sent five dollars for ___payment___ of the bill.

perfect
imperfect
perfectness
perfectly

Every word on Sam's paper was spelled ___perfectly___.
Sam did not have one ___imperfect___ word.

Rewrite these sentences and use an expression containing the word *like* instead of the italicized words.

The wind whistled through the trees with a *musical* sound.

The wind whistled through the trees with a sound like music.

The man's thick glasses gave him an *owlish* look.

The man's thick glasses made him look like an owl.

The President was greeted with *thunderous* applause.

The President was greeted with applause that sounded like thunder.

The suffixes al, ish, and ous all may mean *like*.

Rewrite these sentences and use an expression containing the words *person who* instead of the italicized words.

The *governor* of the state made the first speech.

The person who governs the state made the first speech.

A *typist* is needed in the school office.

A person who types is needed in the school office.

Too much or too little rainfall discourages a *farmer*.

Too much or too little rainfall discourages a person who farms.

The suffixes or, ist, and er all may mean *person who*.

Rewrite these sentences and use an expression containing the words *remove from* instead of the italicized words.

We *defrost* our refrigerator once a week.

We remove the frost from our refrigerator once a week.

The men began to *unload* the truck.

The men began to remove the load from the truck.

The storm *dismasted* the boat.

The storm removed the mast from the boat.

The prefixes de, un, and dis all may mean *remove from*.

The Root Word

Read the definitions at the top of the first box. Then read the sentence below. Which defined word is the root in the underlined word in the sentence? Write the root word in the blank. Do the same with each box.

tide, the rise and fall of the ocean about every twelve hours.
ti'dy, 1. neat and in order. 2. make tidy; put in order.

William tidied the shelf on which the mineral specimens were exhibited.
tidy-----

top, 1. highest point or part. 2. be higher or greater than; do better than.
top'ple, 1. fall forward; tumble down. 2. throw down; overturn.

The new additions for the aquarium topped any the teacher had seen.
top-----

lop, 1. cut; cut off. 2. cut branches from.
lope, 1. to run with a long, easy stride. 2. a long, easy stride.

By lopping off several twigs, Wallace cleared a place on a low-hanging limb from which he and Jim could watch for turtles. lop-----

glow, 1. shine as if red-hot or white-hot. 2. an eager look on the face.
glow'er, stare; scowl.

Gregory glowered when Tim made such a commotion that the frog basking in the sun plopped into the water.
glower-----

lung, either one of the pair of breathing organs found in the chest.
lunge, a thrust; any sudden forward movement.

Frank spoke very curtly when Tom's lunging about nearly upset the boat.
lunge-----

slug¹, a slow-moving creature like a snail.
slug², 1. hit hard. 2. hard blow with the fist.

Lazy tadpoles swam sluggishly about the pool, but otherwise there was no movement in the water. slug¹-----

rip, cut roughly; tear apart; tear off.
rip'ple, 1. a very little wave. 2. make little ripples on.

The boys launched the canoe in the rippling waters of Beaver River.
ripple-----

flow, 1. run like water. 2. current; stream.
fly, move through the air with wings.

Bill started to scold Ed because the heron had flown away, but he smothered his words. fly-----

Which Words Are Related in Meaning?

Think of the meaning of the italicized word on each part of the page. Three of the four words below are related in meaning because they are formed from this root word. Check these words. The first group is done for you.

sing a song

- ✓ singer
✓ singable
✓ singing
---- using

steam heat

- ✓ unheated
---- cheat
✓ reheat
✓ heater

ripe peaches

- stripe
✓ ripen
✓ ripeness
✓ riper

boy and *man*

- ✓ manliness
✓ manly
---- almanac
✓ mannish

able to walk

- ✓ disable
---- table
✓ ably
✓ unable

special care

- ✓ careful
---- careless
---- scare
✓ caring

funny trick

- ✓ trickery
✓ trickster
✓ tricky
---- trickle

heavy *rain*

- ✓ raininess
---- restrain
✓ rainy
✓ rainless

years of *age*

- ✓ ageless
✓ aged
---- manage
✓ aging

aim the gun

- ✓ aimless
✓ aimed
✓ aiming
---- exclaim

ride in a car

- ✓ riding
---- stride
✓ riderless
✓ ridden

set *free*

- freeze
✓ freedom
✓ freest
✓ freely

snow and *ice*

- ✓ deice
✓ icy
✓ icicle
---- notice

sad story

- ✓ sadden
✓ sadly
✓ sadness
---- saddle

being *mad*

- ✓ madness
✓ madly
---- madam
✓ maddest

hear a sound

- ✓ unheard
---- heart
✓ hearing
✓ hearers

talk loudly

- ✓ talkative
---- stalk
✓ talker
✓ talking

can of *oil*

- boiled
✓ unoiled
✓ oily
✓ oiliness

ship by train

- ✓ shipment
---- friendship
✓ reship
✓ shipper

cold *air*

- affair
✓ airless
✓ airy
✓ airiness

A carpenter drove a carload of children to school.

Which word is a compound? carload Is *car* a root word in *carpenter*? no
What does *carload* mean? as many as a car can hold

It is improper to whisper during assembly programs.

What is the root word? proper What does the prefix mean? not
What does *improper* mean? not proper

A strong wind carried the smoke westward.

What is the root word? west What does the suffix mean? toward
What does *westward* mean? toward the west

It is difficult to foretell where a tornado will strike.

What is the root word? tell What does the prefix mean? before
What does *foretell* mean? tell beforehand

William's mother knitted him a sleeveless sweater.

Is *sleeveless* a compound? no What is the root word? sleeve
What does *sleeveless* mean? without sleeves

The orchestra leader asked the clarinet section to replay the march.

What is the root word? play What does the prefix mean? again
What does *replay* mean? play again

An earache wakened John early.

Which word is a compound? earache Is *ear* a root word in *early*? no
What does *earache* mean? an ache in one's ear

Nora was displeased when she accidentally smudged her painting.

What is the root word? please What does the prefix mean? not
What does *displeased* mean? not pleased

The clown was dressed like an old man, but he spoke in a childish voice.

What is the root word? child What does the suffix mean? like that of
What does *childish* mean? like that of a child

What Is the Problem?

In most stories there is a problem to be solved. A good detective can usually tell what the problem will be soon after he starts reading.

Read the beginning of each story. Think about what the problem will be. Then write what you would want to or expect to find out as you read the rest of the story.

Betty Edgewood lived on a small farm at the foot of some mountains two miles from town. During the winter months she rode to school in the bus, but in the spring and fall she always rode on her pony, Blacky.

One chilly autumn afternoon as Betty was riding home from school, she suddenly pulled back hard on both reins. "Whoa, Blacky! Whoa!" Betty shouted in alarm.

A sudden flood, caused by a severe rainstorm, had washed away the narrow wooden bridge that Betty had to cross to get home.

to find out how Betty got home
without using the bridge

Nick, Peter, and Sandy were talking about speed one afternoon. They could not agree about how much faster one way of traveling is than another. They knew that a rocket plane can go faster than a jet plane and that a jet plane can go faster than a propeller-driven plane. But how much faster, not one of them knew.

to find out how the boys learned the
speed at which a rocket plane, a
jet plane, and a propeller-driven
plane can travel

Mary Jane Hall looked down at the brown-and-white puppy snuggled in her arms and said, "Oh, Chipper, why did you slip your head through your collar and follow me to school again?"

"My dog-training book says that it is important to make you love me, so I do not want to whip or spank you for following me. And it probably wouldn't do any good anyway."

to learn how Mary Jane trained
Chipper not to follow her to school

George Webster stood with his dad at the station, sadly watching a train as it rapidly disappeared down the tracks. It was carrying a load of happy and excited Scouts to Big Moose Lake for a two-week camping trip, but George had been left behind.

An accident between two huge trucks had completely blocked the highway for more than three quarters of an hour, and George had missed the train. It was nobody's fault, but it's no wonder that his face was glum and his shoulders sagged as he went back to the car.

to find out whether George got to
go to Big Moose Lake

As you read the beginning of each story, think about the problem that the person must solve. Write that problem at the bottom of the page.



Margaret Rice and Elizabeth Barnum were lying on the bed in Margaret's room, flipping through fashion magazines. "My father has promised to buy me a red-dotted silk dress, a navy blue coat, and a red hat for Easter," remarked Margaret. "He told me it would be my reward for making a better record at school this year. What are you going to wear on Easter?"

"I really don't know yet," Elizabeth mumbled, trying very hard not to envy her friend.

"Oh, Mother," Elizabeth begged that evening, "can't I have at least a new dress for Easter? Margaret is going to get a whole new outfit."

Mrs. Barnum sighed. "You know that when we bought the new car, we made an agreement to do without new Easter clothes this year."

Elizabeth looked disappointed, but she said, "That's right. I guess I couldn't expect you and Father to buy me a new dress."

Then Elizabeth's face lighted up. "But there may still be another way. After all, I do have a whole week of vacation before Easter."

how to earn enough money for a new
dress



All the Crown family were delighted when they moved to a brand-new house on Orchard Avenue. Mrs. Crown was especially delighted with the big kitchen and its modern equipment. Mr. Crown looked forward to tinkering with his old electric motors in the basement workshop. Henry thought the most wonderful thing about the new home was the large expanse of ground back of the house where he and his school friends could play baseball. In fact, his ball team had scheduled their first important game to be played there on the last Saturday in April.

One night two weeks before the big game, Henry was awakened by a loud clap of thunder. Down came torrents of rain, slanting in the strong, wild wind. Down came hailstones, pelting the trees and bushes. Then amid all this uproar, a nearby tree crashed to earth. Henry snuggled down under the blankets and hoped that this violent storm would soon be over.

The next morning when Henry looked out the kitchen window, he saw a huge tree lying across the center of the baseball diamond.

how to clear the baseball ground
before the big game

How Did He Solve the Problem?



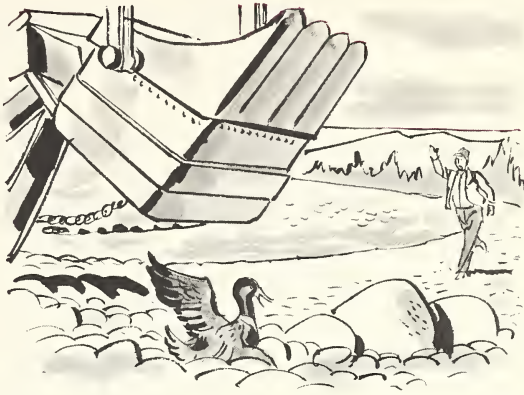
It was almost dark on the California beach, and the last swimmers had gone home. Ted Bales, the lifeguard, was preparing to leave when he heard the frenzied barking of a dog. The sound seemed to be coming nearer and nearer. In a minute a young doe burst through the tall grass and onto the open beach. She was pursued by a large dog.

Ted observed that the doe was almost exhausted. The yapping dog was lunging closer and closer to her heels every instant. He would catch up with her eventually, and she was far too weak to resist an attack.

Desperately the tired deer flung herself into the water. The waves of the incoming tide broke above her head. The dog continued to threaten her from his post on the beach. In her fear the deer swam even farther out into the ocean. If the dog persisted, Ted knew that the frightened doe would drown.

What is the problem? how to save the doe

How do you think Ted will solve it?
He can coax the dog away from the shore, or he can get help and go rescue the doe.



The crane on the boat opened its steel jaws and bit up a pile of stones from the lake shore. A workman on shore signaled the crane operator. The stones were lifted and dumped onto a waiting flatboat.

The workman, George Garo, raised his hand to signal the operator again. Then suddenly his attention was caught by a fluttering object on the spot where the crane's shovel was about to descend.

"Hold it!" George shouted and waved the huge machine to a halt. He hurried to the object on the rocks. When he saw what it was, he blinked in surprise.

There on her nest sat a mother duck, flapping her wings and squawking indignantly at the monster overhead.

George started to reach for the nest but then abruptly drew back his hand in caution. He had heard that if a human being disturbed a bird's nest, the bird would refuse to hatch its eggs.

What is the problem? how to get the eggs hatched

How do you think the men will solve it? They can work elsewhere until the eggs hatch.

The opening paragraphs of two stories are given.
Read them and try to imagine what the rest of each
story will be. Then answer the questions.

The Sultan's New Turban

The Sultan of Sumatra was indeed sad. Someone had destroyed his turban! Ordinarily the Sultan would simply have ordered another turban—but today was his birthday, the day for reviewing the royal guard. Before a new turban could be made, bells would ring out and gongs would sound as a signal for him to go down the golden stairs and carry out the inspection in pomp and dignity. He had already put on his satin trousers, his ruby-buttoned coat, his gold anklets, and his pearl rings and necklace. But alas, his turban had been torn to shreds. The worried Sultan shuddered at the thought of appearing without it, for none of his subjects knew that he had no hair on his head.

No one knew; that is, no one except Naga, the page to whom the Sultan was much attached, and to whom he gave the honor of winding and unwinding his turban. The horror in Naga's eyes was as unmistakable as that in his master's, but all at once he cried, "Have courage, Sire. Delay the musical signal a trifle. I've just had an idea."

Who will probably be the hero of this story? Naga

Where do the events take place?
Sultan's palace

When do the events happen?
on the Sultan's birthday

What do you think will happen in the story? Naga will find a way to cover the Sultan's head.

On the Ivory Trail

The hunters had wandered far into the depths of the African jungle after that precious article, ivory. For many miles they carefully followed the elephant trail through bamboo thickets and dense undergrowth, across swamps filled with crocodiles and along paths that were concealed by the overhanging branches. Impudent monkeys shrieked and jabbered at them, and the heavy odor of jungle flowers was everywhere. Try as they might, the hunters couldn't catch up with the herd.

The entire party was tired, and the native guides were threatening to turn back. Mr. Bowie, leader of the group, knew that he would have to return before the November rains descended, and it was already the middle of October. Discouraged at the thought of returning without his rich white prize, he nevertheless gave orders to turn about.

As Mr. Bowie was speaking, Koko, an experienced scout, dashed into camp in a state of great excitement—the huge herd of elephants was less than a day's march away!

Who do you think will be the chief character in this story? Koko

Where do the events take place?
African jungle

When do the events happen?
in October

What do you think will happen in the story? The hunters will find the elephant herd and get ivory.

What Is Left Out?

In these old stories, one or more animal characters play a trick on someone. As you read each story, guess what action is omitted. In the blank space, write what you think happened.

A fox saw a man busily loading some fresh fish onto a cart. Now the fox loved fish better than anything else, but he was unusually lazy.

"Oho!" he said. "If I use my wits, I can get a fine meal and have enough fish left to take back to the den for my children. And I won't have spent hours in the hot sun on a riverbank."

So the cunning fox lay down in the lane where the cart must pass and pretended to be dead. The man spied the fox, pounced on him, and tossed him into the back of the cart.

The fox threw the fish out of the cart

and then leaped off himself. "Humph," he sniffed. "Even a 'dead' fox can leave a trail."

One day as a rabbit and a monkey were sitting by the roadside, a man approached carrying a bunch of bananas.

"Do as I say," the monkey told the rabbit, "and we shall have a feast. Sit down in the road. When the man sees you, he will drop the bananas and chase you. While you are running away, I will pick up the bananas and hide them."

The rabbit did as the monkey had told him. And sure enough, the man dropped his load and scampered after the rabbit. Quickly the monkey grabbed the bananas, whizzed up a tree, and ate the bananas.

As soon as the rabbit returned, he said, "Give me my share."

"Here!" cried the monkey, throwing down the skins.

One day a jackal put a kettle of water over a fire. After the water was hot, he called, "Food for all!"

Some monkeys heard the shouts and came to find out what was going on.

"I am cooking a fine soup," explained the jackal. "But I need your help. I will jump into the kettle. When I say 'I am cooked,' you must pull me out."

The jackal leaped in. As soon as he yelled, "I am cooked," the monkeys pulled him out.

"Now it is your turn," the jackal said.

So the monkeys jumped into the kettle. Soon they cried, "We are cooked!"

But the jackal did not pull them out.

"If you were really cooked," he said, "you could not say so."

A bear lived near some wild geese because he liked to eat their eggs. But he became annoyed at the geese. Their honking disturbed his slumbers. One day as they were swimming, he decided to teach them a lesson. He dived under them and tied their legs together.

"Now I have you!" cried the bear. "And I won't let you swim away until you promise to honk no more."

The geese began to moan and cry. Finally one old goose said, "Mr. Bruin has tried to teach us a lesson. Now let us teach him that we can move in more than one way." With that they flew away.

"We hope," they called to the bear, "that you can get along without our eggs as well as we can without our legs."



A Detective Story

One day Bob and Ed were strolling together down a country road. They had been discussing at some length their favorite television detectives.

Ed insisted that those detectives who depend on their hunches to solve a difficult problem are the smartest. Bob argued that the detectives who solve a mystery by scientific methods are the cleverest.

1 An unusual sight in a nearby meadow caused both Bob and Ed to halt suddenly in great surprise.

A red-checked tablecloth was spread under a solitary oak tree. An inviting picnic lunch was arranged on the tablecloth, and an empty picnic basket stood beside it.

2 But there was no one in sight to eat the lunch. And the boys could see no place close by where anyone could be hiding.

"Well, now, you old bloodhound," Ed challenged his chum. "Let's see if you can tell what has happened here. There are plenty of clues to be scientific about. Go to work!"

"Wait a minute," Bob retorted. "Don't be unreasonable. I did not say that I could figure things out by clues. What I said was that——"

"So now you admit that it's all a lot of nonsense!" Ed jeered.

"No, I don't," Bob answered, completely aroused by the dare. "I'll find out what this means!" And he climbed over the wooden fence to get a better look at the picnic scene. Ed quickly followed him.

Bob studied the cloth carefully for a few moments. Then he began to look around under the tree. Several yards away he found the remains of a small fire. A few sticks and pieces of paper were still smoking.

Again Bob returned to the cloth and stared at the things on it. Places were set for five people. At four of these places there were paper cups. Each cup had a handle, and each one was empty. A large covered bottle of hot tea stood nearby.

At the fifth place was a small paper cup filled with milk.

Near the center of the cloth was a loaf of bread, unopened. A skillet half-filled with pieces of fried chicken was beside the bread.

Four of the paper plates held large servings of chicken. But the fifth plate, in front of the cup of milk, held a very small piece of fried chicken.

At one corner of the tablecloth was a butter dish with only a tiny piece of butter left on one edge.

3 "I've got it!" yelled Bob. "I know just what happened!"

"And who are you going to arrest?" laughed Ed.

"Don't act silly," Bob told him. "No laws were broken, so nobody will be arrested. But it's evident that something did happen here!"

"All right," Ed said. By now he was curious himself, though reluctant to let Bob know that he was. "What do you think happened?"

"Find out for yourself!" Bob told him with a wily grin. "And when you are ready to admit that you can't, I will be glad to explain."

Confidently, Ed approached the picnic cloth. He squatted down to look at each plate and each bit of food. Then he, also, went over to inspect what was left of the fire.

Soon he returned, shaking his head in bewilderment. "I give up," he said. "I must admit I haven't even a glimmer of what happened."

"All right," Bob said. "I'll tell you what my idea is.

"First, there were four grown-ups and one child here. You see? There are four cups with handles, for the hot tea. And there is one cup of milk. Also, the servings of chicken show that a small child was here.

"Second, something happened soon after the food was served. Notice that the bread hasn't been opened."

Ed interrupted gleefully. "Wait just a minute. What about the butter? It's been used!"

"Hold it!" Bob told him. "I'll come to that.

"I figure that the child wandered away while the four grown-ups were getting the food ready. And he or she got too close to the small fire over there and was burned.

"As an emergency measure the grown-ups spread butter on the burn. That's the reason why the butter is almost all gone. But the child's burn probably was severe because the people hurried away without even bothering to take anything with them."

"Well!" Ed said scornfully. "I don't believe a single word of your fascinating story. But I'll have to hand it to you. You sure can make up some interesting yarns!"

"That's what really happened whether you want to believe it or not," declared Bob. "And somehow I know I will be able to prove it to you!"

Bob did not have long to wait for his proof. The next morning, as he was glancing through the newspaper, he found this short notice:

Wallace Valentine, three-year-old son of Mr. and Mrs. Warren C. Valentine, slightly burned his right hand yesterday when he stumbled and fell into a small picnic fire. His parents rushed him immediately to the Central City Hospital. Wallace is now recovering at home, and it is expected that his hand will soon be completely healed.

Put 1 to show where the action begins.

Put 2 to show where Bob and Ed discover the problem.

Put 3 to show where Bob knew the answer to the problem.

Put 4 to show where the reader knows the answer to the problem.

Put 5 to show where the boys knew Bob's answer was correct.

Accent and Short Vowels

map	stem	list	pond	stunt
gasp	shelf	mix	flop	gun
flag	fled	whip	odd	thumb
ant	end	ill	block	fuss
lamp	belt	pick	shot	blunt

1. ONE-SYLLABLE WORDS: *In each of these words the consonant letter (or letters) following the single vowel letter is a good clue to an accented short vowel sound.*

pad'ded	wed'ding	grip'ping	shop'per	shrug'ging
mad'dest	beg'ging	slim'mer	plot'ted	cut'ter
chat'ted	pet'ted	hid'den	sob'bing	hum'ming
nap'ping	step'ping	dip'per	plod'ded	bud'ded
jag'ged	hem'mer	snip'ping	chop'py	hug'ging

2. ONE-SYLLABLE ROOT WORDS: *In each of these words the two like consonant letters before the ending or suffix are a good clue to an accented short vowel sound in the root word.*

Read each sentence. Then say the word below the sentence to yourself. Which of the two numbered statements applies to it? Write 1 or 2 after the word.

"My mother is knitting a blue wool sweater for me," said Emily.

knitting 2

For the past three years the wheat crop has been unusually large.

crop 1

"I plan to arrive in New York early Monday morning," explained Dan.

plan 1

Before Ann saw the lake, she heard the waves lapping against the shore.

lapping 2

Mr. Wilson thought the kitchen was the snuggest room in the cabin.

snuggest 2

Under the tree stood a cow, chewing her cud.

cud 1

Mrs. Hall had draped mosquito netting over the baby's buggy.

netting 2

Mike nodded his head twice and then promptly fell asleep.

nodded 2

We watched Sue blend the flour and shortening to make a pie crust.

blend 1

Mr. Wells noticed that there was a film of oil on the water.

film 1

dif'fer	shal'low	stam'mer
pep'per	stut'ter	les'son
dol'lar	com'mon	bliz'zard
let'ter	glit'ter	ot'ter
sum'mon	stub'born	gal'lon

1. TWO-SYLLABLE WORDS: *In each of these words the two like consonant letters following the first vowel letter are a good clue to an accented first syllable and to a short vowel sound in that syllable.*

re gret'ted	up set'ting	re fer'ring
e quip'ping	for got'ten	oc cur'ring
o mit'ted	ad mit'ted	pre fer'ring
be gin'ner	for bid'ding	con fer'ring
per mit'ted	ex pel'ling	re cur'ring

2. TWO-SYLLABLE ROOT WORDS: *In each of these words the two like consonant letters before the ending or suffix are a good clue to an accented final syllable in the root word. They are also a clue to a short vowel sound in that syllable, except when the vowel is followed by r.*

Read each sentence. Then mark the accented syllable in the word below. Which of the two numbered statements applies to it? The first one is done for you.

June tied a red satin ribbon around the Christmas package.

ri b' b o n _1_

Louis found his brother asleep in the hammock in the back yard.

h a m' m o c k _1_

During the storm, lightning damaged the radio transmitter.

t r a n s m i t' t e r _2_

Three policemen blocked the street, compelling the cars to stop.

c o m p e l' l i n g _2_

"Could I make blueberry muffins for dinner?" asked Patty.

m u f' f i n s _1_

The small child was rebelling at being sent to bed so early.

r e b e l' l i n g _2_

Jerry hurried to the football game, forgetting his promise to his brother.

f o r g e t' t i n g _2_

When she whirled around and around on her ice skates, Clara became dizzy.

d i z' z y _1_

James was mistaken in inferring that he could use the car at any time.

i n f e r' r i n g _2_

Harold found some fossils of plants along the riverbank.

f o s' s i l s _1_

Accent and Long Vowels

blame	sale	brain	float
scene	theme	tray	peak
file	type	team	wheel
rope	cone	sheet	chain
cube	use	pie	clay

1. ONE-SYLLABLE WORDS: *In each of these words there are either two vowel letters together or two vowel letters, one of which is final e. In each the second vowel letter is silent. This second vowel letter is a good clue to an accented long vowel sound.*

es cape'	in hale'	a fraid'	ap proach'
ex tremé'	pre cede'	dis play'	de feat'
in vite'	de fine'	re peat'	es teem'
sup pose'	com pose'	be tween'	ex claim'
a muse'	se cure'	a gree'	de lay'

2. TWO-SYLLABLE WORDS: *In each of these words the silent vowel in the final syllable is a good clue to an accented syllable and a long vowel sound in that syllable.*

Read each sentence. If the word below has two syllables, mark the accented syllable. Which of the numbered statements applies to each word? Write the number in the blank.

Andy could perform many stunts on the trapeze.

t r a p e z e / _ _ 2 _

Mr. Hunt began to grope along the wall, hunting for the light switch.

g r o p e _ _ 1 _

Jim was the first one to notice gas fumes in the house.

f u m e s _ _ 1 _

The boys had precise orders to be home by ten o'clock.

p r e c i s e / _ _ 2 _

"Will this sweater retain its shape when it is washed?" asked Jane.

r e t a i n / _ _ 2 _

Tom watched the snail inch its way up the side of the aquarium.

s n a i l _ _ 1 _

Robert tried to conceal the tear in the sleeve of his jacket.

c o n c e a l / _ _ 2 _

A beech tree has smooth, gray bark and glossy leaves.

b e e c h _ _ 1 _

"I hope my directions will not confuse you," said Mr. Banks.

c o n f u s e / _ _ 2 _

Ann was laughing so hard she could not proceed with her story.

p r o c e e d / _ _ 2 _

bake — bak'er

safe — saf'est

hope — hop'ing

white — whit'ish

trade — trad'ed

choke — chok'ing

skate — skat'ed

wave — wav'y

doze — doz'ing

1. ONE-SYLLABLE ROOT WORDS: *A single consonant following a single vowel before an ending or suffix is a good clue to a dropped final e and to an accented long vowel sound in the root word.*

ar rive' — ar riv'al

po lite' — po lit'est

de cide' — de cid'ed

mis take' — mis tak'en

ex plode' — ex plod'ed

pro vide' — pro vid'er

dis pute' — dis put'ed

a maze' — a maz'ing

re fuse' — re fus'ing

2. TWO-SYLLABLE ROOT WORDS: *In these words the single consonant letter following the single vowel before an ending or suffix is a clue to (a) a dropped final e in the root word, (b) an accented final syllable in the root, and (c) a long vowel sound in the accented syllable.*

fo'cus — fo'cus ing

piv'ot — piv'ot ed

fe'ver — fe'ver ish

thun'der — thun'der ing

an'swer — an'swer ing

spon'sor — spon'sor ing

hu'mor — hu'mor ing

cho'rus — cho'rus es

bor'der — bor'der ing

3. TWO-SYLLABLE ROOT WORDS: *These words show that a single consonant following a single vowel before an ending or suffix may also be a clue to a schwa sound in the unaccented final syllable of the root word.*

Read each pair of sentences. Write in the blanks the number of the above statement that applies to each italicized word.

Henry was *describing* a newspaper article he had read. 2

It was about a boy *bribing* his small brother to work for him. 1

"What is *happening*!" exclaimed June. "What is that *ripping* sound?" 3

Then she found that she had torn the *lining* of her coat. 1

The students *promoted* the idea of having a Career Club. 2

A flier who had *piloted* jet planes spoke at the first meeting. 3

The *customer* looked at the plants in the flower shop. 3

Then he asked the clerk whether he had other *blossoming* plants. 3

Andy made a *surprising* suggestion at the meeting of the club. 2

The other members agreed that his *proposal* was a good idea. 2

Many people *paraded* up and down the wide beachwalk. 2

But Susan walked across the sandy beach and *waded* into the water. 1

Other Clues to Accent

ma'ple	cat'tle	cir'cle
bub'ble	ea'gle	nee'dle
sin'gle	peo'ple	tur'tle
daz'zle	can'dle	thim'ble

1. In each of these two-syllable words the final le preceded by a consonant is a good clue to an unaccented final syllable.

jack'et	wick'ed	trick'le
chick'en	reck'on	tack'le
pock'et	stock'ing	buck'le
nick'el	lock'et	crack'le

2. In each of these two-syllable words the letters ck following the single vowel letter are a clue to an accented first syllable and to a short vowel sound in that syllable.

ad vice'	en rage'	be have'
no'tice	man'age	na'tive
dis grace'	o blige'	re vive'
sur'face	gar'bage	mo'tive

3. In these two-syllable words ending in final e preceded by c, g, or v, final e is not necessarily a clue to accent nor to a long vowel sound. However, it is a clue to the soft sound of c or g.

Read each sentence and mark the accented syllable in the word below.
Write the number of the above statement that applies.

When Judy took her dress out of the suitcase, it was full of wrinkles.

w r i n ¹ k l e s _ _ 1 _

Ann tried to convince her cousin that the spook was only a large scarecrow.

c o n v i n c e ³ _ _ 3 _

Tuesday morning Mrs. Moss picked a bucket of pears.

b u c k ² e t _ _ 2 _

For many years a large bell hung in the steeple of the old church.

s t e e p ¹ l e _ _ 1 _

Mr. Roberts chuckled quietly as he watched the television program.

c h u c k ² l e d _ _ 2 _

Mr. Wells decided to exchange his tractor for a trailer.

e x c h a n g e ³ _ _ 3 _

The box held a watch that didn't run, a small knife, and another trifle or two.

t r i f f l e _ _ 1 _

The general announced that his army had brought back a thousand captives.

c a p t i v e s _ _ 3 _

Clues to Accent

Below are seven visual clues that help you determine the accented syllable in a two-syllable root word (either with or without an ending or a suffix). Read the clues. Then mark the accented syllable in each italicized word below. Next, give the number of the clue that told you where the accent falls. The first one is done for you.

Clues to an *accented final syllable* in a two-syllable root word:

1. As in *ex claim* (eks klām'): two vowel letters together
2. As in *pro vide* (prə vīd'): two vowel letters, one of which is final *e*
3. As in *be gin ner* (bi gin'ər): two like consonant letters before an ending or suffix

Clues to an *accented first syllable* in a two-syllable root word:

4. As in *but ter* (but'ər): two like consonant letters following the first vowel letter
5. As in *pock et* (pok'it): the letters *ck* following a single vowel letter
6. As in *sim ple* (sim'pəl): a final syllable ending in *le* preceded by a consonant

Clues that must be checked by context:

7. As in *sur pris ing* (sər prīz'ing) or as in *pi lot ing* (pī'lət ing): a single consonant letter following a single vowel letter before an ending or suffix may be a clue to either an *accented final syllable* or an *accented first syllable*.

3 submitted work s u b m i t' t e d

7 faltering steps f a l t e r i n g

1 explain its use e x p l a i n'

4 mutter a reply m u t t e r

6 fire the rifle r i f l e

3 forbidden fruit f o r b i d d e n

2 relate your story r e l a t e'

1 complain bitterly c o m p l a i n'

5 played checkers c h e c k e r s

4 heavy traffic t r a f f i c

7 dividing a pear d i v i d i n g

5 crickets chirping c r i c k e t s

3 broken propeller p r o p e l l e r

6 nimble clown n i m b l e

7 opening door o p e n i n g

2 remote control r e m o t e'

7 completed plan c o m p l e t e d

6 shingle the roof s h i n g l e

4 unhappy beggar b e g g a r

7 enclosing a stamp e n c l o s i n g

2 entire class e n t i r e'

1 hasty retreat r e t r e a t'

Patterns of Accent in Longer Words

Mark the accented syllable in these words. Remember that *in words of three or more syllables one of the first two syllables is accented.*

oc'to pus

tor na'do

mu se'um

mis'er a ble

ve'hi cle

dis as'ter

hos'pi tal

po ta'to

con di'tion

mer'cu ry

fur'ni ture

op'er ate

oc ca'sion

em bar'rass

com mis'sion

va ca'tion

fas'ci nate

dec'o rate

ex per'i ment

com mu'ni ty

mos qui'to

ther mom'e ter

hor'ri ble

cel'e brate

in'ci dent

mi'cro phone

moc'ca sin

to bog'gan

ho ri'zon

a rith'me tic

re mem'ber

mes'sen ger

im'ple ment

im me'di ate

ac'ci dent

par tic'u lar

Read each sentence. Then mark the accented syllable in the word printed below the sentence.

Bob felt that he was quite capable of driving the car by himself.

ca'pa ble

Our school printing shop has ten sizes of type for the letters of the alphabet.

al'pha bet

After the severe windstorm, Mr. Bell noticed that his television antenna had been damaged.

an ten'na

The wooden buckets used by early settlers were much heavier than modern aluminum ones.

a lu'mi num

Richard watched the wrecking crew demolish the old building that had been partly destroyed by fire.

de mol'ish

"Tomorrow's weather will determine whether we can go out on the lake to fish," Mr. Stone told his son.

de ter'mine

In the town where Howard lived, the temperature in the wintertime sometimes dropped to thirty degrees below zero.

tem'per a ture

George got plenty of exercise as he helped his older brother mow the lawn and rake up the grass.

ex'er cise

Accent May Determine Meaning



Jill's face dimpled with delight when she saw her present.

pres'ent



Mrs. Bridges said, "Watch Jill's face as I present her with this."

pre sent'

Read the sentence under each picture. One meaning of *present* is shown by an object. Which syllable is accented? first

Another meaning of *present* is shown by an action. Which syllable is accented? second

Read each sentence below and look at the definitions at the right. What does the word mean in the sentence and how is it pronounced? Mark the accented syllable in the word below the sentence.

"If you want to hunt in this forest," the ranger said, "you must show me your special permit."

per' mit

per mit (pər mīt' for 1, pēr'mīt for 2),
1. let; allow. 2. a written order giving permission to do something.

The key Nancy had brought was too large to insert into the lock on her suitcase.

in sert'

in sert (in sɛrt' for 1, in'sɛrt for 2), 1. put in; set in. 2. something put in or set in.

"These flowers will perfume the whole room," Aunt Susan remarked to Jean.

per fume'

per fume (pēr'fūm for 1 and 2, pər fūm' for 3), 1. sweet smell. 2. a liquid having the sweet smell of flowers. 3. fill with sweet odor.

When Eddie Stephenson was ill, Doctor Parks advised his mother to keep a cold compress on his forehead.

com' press

com press (kəm pres' for 1, kom'pres for 2), 1. squeeze together; make smaller by pressing together. 2. pad of wet cloth put on the throat or other parts of the body.

If the accent falls on the first syllable, the meaning of these words can be shown by drawing an object.

If the accent falls on the second syllable, the meaning of these words can be shown by drawing an action.

hat, āge, cāre, fār; let, ēqual, tèrm; it, ĭce; hot, ōpen, ōrder; cup, pūt, rŭle, ūse; takən

Organizing the Information

Warning Signals

When a dreaded enemy appears in the animal world, it is interesting to see how the alarm is raised and passed along.

A saucy bluejay resting near the top of a tall tree may be the first to sight the danger. He gives a sharp cry. To his woodland companions apparently he is calling, "Danger! Danger!"

A mother duck quacks a loud warning as she swoops upward in sudden flight. The cry and flight let her young know that they must hurry out of sight and remain hidden.

A mother grizzly bear slaps the trunk of a nearby tree with one of her forefeet. That sends her cubs scrambling to her side in a hurry.

At the same time, on the beaver pond a wide-awake beaver hears the bluejay's urgent message. Instantly he passes it on in beaver-talk. He raises his flat, heavy tail and slaps it on the surface of the rippling water. In beaver language that means only one thing—"Watch out for trouble!"

A rabbit thumps its hind feet on the ground to send a message of alarm to all of the other rabbits before hurrying to safety.

A doe makes no sound when she becomes alarmed. She waves her little tail upward so that the white underside shows. To her fawns this signal means, "Flee! Follow me!"

The alert prairie-dog watchman lets out a short bark. In prairie-dog town this means that an enemy is approaching. Immediately every prairie dog bolts into its burrow.

In a large cornfield where a flock of crows is feeding, several crows stand guard, stationed on tree branches or on fence posts. A caw of warning from a guard causes the flock to scatter in all directions.

A ground hog whistles sharply when he wishes to warn all his friends that an enemy is prowling in the neighborhood. The warning message the whistle proclaims sends them scurrying to seek shelter from danger.

What warning signal does each animal use?

grizzly bear slaps a tree trunk with her forefoot

beaver slaps his tail on the surface of the water

bluejay gives a sharp cry

crow gives a warning caw

doe raises her tail so that the white underside shows

duck quacks and suddenly flies upward

ground hog whistles sharply

prairie dog lets out a short bark

rabbit thumps its hind feet on the ground

Magic Coats



1

The fur of a snowshoe rabbit matches its surroundings. In fall, as snowflakes gradually bury its home in the Rocky Mountains, its brown coat gets as white as the blanket of snow. In spring, the white coat is replaced by one of brown. Then this rabbit looks like a shadow in the summer sun.



2

This queer insect, either brown or green in color, may be found anywhere that bushes and trees grow. It is called the walking stick. And that is exactly what it looks like. Unless it moves, you would be convinced that it is merely a part of the tree branch or the bush on which it finds a resting place.



3

The weasel that makes its home in the northern part of the United States does not draw attention to itself by its color. In winter, when the ground is white with snow, its fur is white. In summer, it changes to brown. Nature seems to protect the weasel as it sneaks about killing for fun as well as food.



4

A tiny fawn is unable to defend itself should it be attacked. But if it stands perfectly still in the forest, an enemy usually cannot see it. The solid brown color on its body seems to melt into the background of trees and bushes. And the white markings on its back look like small patches of sunshine.

These statements apply to one or more of the animals described above. Put the correct number or numbers on each dotted line.

The color of this creature's coat changes with the seasons. 1, 3

This creature's shape as well as his color fools his enemies. 2

Nature helps this creature hide from his enemies. 1, 2, 3, 4

This creature's disguise looks like a part of trees or bushes. 2, 4

This creature is always a brownish color. 4



There are many forests and canyons in the United States and Canada that have been made into parks for everyone to enjoy. Thousands of people visit the parks every year, and nearly everywhere they see rangers.

An important duty of the rangers is to protect the parks from fires. The hard-working rangers prevent fires by showing visitors how to build and care for campfires. They patrol the timberlands from helicopters and small planes. They keep watch from fire towers for any unexpected curl of smoke. If a fire breaks out, rangers lead the fight against it. They attempt to put it out before too many valuable trees are badly scorched or burned and any lives are lost.

Many of the wild creatures that once lived on the plains and in the mountains have been killed or driven from their homes by the people who have settled in these regions. As a result, several varieties of wild animals have almost disappeared.

In these national parks, however, all animals are protected. It is the duty of the rangers to see that the animals have adequate food and that hunters do not harm them.

No one is permitted to hunt in any of the parks. All visitors are asked for their guns on their arrival at the park entrances. The rangers fix the guns so they cannot be fired.

However, rangers grant people permission to fish in the streams and lakes. In most parks fishermen are permitted to catch only a certain number of fish and to keep ones that are a certain size. The rangers make every effort to see that these rules are obeyed.

Dainty wild flowers add much to the beauty of the parks. In order that all may enjoy these lovely blossoms, the rangers put up signs that warn visitors not to pick or damage the plants. The rangers also put the names of the plants on markers.

The rangers have explored the parks and marked safe trails. But careless campers who are not familiar with the canyons, forests, and mountains sometimes get lost. Since it is an unpleasant and dangerous adventure to be lost in a wilderness without food or companions, the rangers keep a record of all people who are visiting in the parks. When the visitors do not return to their camps because they are lost or hurt, rangers go immediately to their relief and guide them back to safety.

Write four important duties of rangers in the parks.

1. They prevent and fight forest fires.
2. They feed and protect wild animals.
3. They protect and mark wild flowers.
4. They protect the people who visit the parks.

Can You Make an Outline?



In building their homes, pioneers had to make use of whatever they could find at hand. On the plains, where only a few trees grew, builders faced a very serious problem.

But the prairie settlers were not discouraged by the lack of wood. They built their houses with the one thing that was plentiful—sod. The sod, or soil containing grass and roots, was often six or more inches thick. Packed by rain and hot sun, the sod became so hard that only a sharp, stout plow could cut it.

The prairie settlers removed the sod in pieces about two feet long and one foot wide. The big grassy chunks were stacked one on top of the other to form the walls of the sod houses.

To make a sloping roof, the builders stacked the chunks about two feet higher on one wall than on the opposite wall. Long boards were then laid from one wall to the other. These boards were close enough together to bear the weight of the sod roof.

The sod house gave protection from the weather. Neither the icy winter winds nor the hot summer sun could pierce the thick walls.

Timber had to be used to hold up the roof and make the door. So, since wood was scarce, sod houses often had just one window and a door.

A sod house kept the pioneers quite comfortable, but it was not particularly beautiful. In spring, the grass on the roof changed from brown to green, and a few wild flowers might blossom there. But the blazing summer sun would soon wither the colorful flowers, and the sod house was again ugly.

Place the following sentences where they belong in the outline.

They solved a building problem.

They were ugly.

They were warm in winter.

They were dark.

They were small.

They were cool in summer.

I. Advantages of sod houses

A. They solved a building problem.

B. They were warm in winter.

C. They were cool in summer.

II. Disadvantages of sod houses

A. They were ugly.

B. They were dark.

C. They were small.



On July 1, 1862, the Pacific Railroad Act was signed by President Lincoln. This act gave the Central Pacific Railroad the right to build a road eastward from California and the Union Pacific the right to construct a railroad westward from Omaha, Nebraska.

It was seven years later before the final tie was laid and the last spike at Promontory Point, Utah, was driven. Both companies had been delayed by a succession of difficulties.

Officials of the Central Pacific had difficulty because of the high mountains that divided California from Utah. The winding roadbed up the mountains had to be blasted from solid rock. If the grade was too steep, the workers were forced to tunnel through the mountains. Fourteen tunnels were made—one of them a thousand feet long.

Snow also hindered the workers on the Central Pacific. In one year snow began to fall in October and fell for six months. The huge drifts were as much as twenty-five feet deep. Five engines behind a snowplow worked endlessly to clear the newly laid track so supplies could be brought to the workers.

Officials of the Union Pacific Railroad had difficulties of a different type. The Indians of the Great Plains did not wish to lose their hunting grounds and fought against the laying of almost every mile of track. The workmen not only had to drop their sledge hammers to defend themselves, they also had to protect the track that they had completed. Nearly every night the Indians removed spikes and burned ties.

Another problem over which the Union Pacific Company had little control was the weather. Working conditions on the plains were very disagreeable both in summer and in winter. Workers had to endure either scorching heat or winter blizzards.

The daily problem of obtaining food increased as the tracks extended across plains. For each mile of track laid, many freight cars loaded with food had to be brought out from Omaha to the hard-working men.

To complete this outline, use one word in listing each problem that faced the railroad companies.

I. Problems in constructing the Central Pacific

A. Mountains

B. Snow

II. Problems in constructing the Union Pacific

A. Indians

B. Weather

C. Food

Services of the Red Cross

The American division of the Red Cross, started by Clara Barton, has grown larger each year. The aim of its thousands of workers is to give service any place and any time it is needed.

In wartime the Red Cross collects and gives out many kinds of supplies. These include food, clothing, and first-aid supplies.

The Red Cross helps the family of a soldier if aid is needed. If there is a death or serious illness in the soldier's family, the Red Cross helps in two ways. It lets the soldier know of the trouble and helps him get home.

The Red Cross assists prisoners of war by giving them supplies that they need and by handling messages between them and their families. After the war is over, the Red Cross helps them get back to their own countries.

The Red Cross helps entertain the soldiers. It supplies camps with music, books, and games. Workers go into hospitals to help entertain the sick and wounded soldiers.

During peacetime the Red Cross also serves people. It is always ready to give help to those who have had sudden misfortune. Whenever serious accidents occur or when there are floods, fires, or tornadoes, the Red Cross quickly takes charge and cares for the injured. It provides food and shelter for people who have been left homeless.

The Red Cross Safety Service has classes in first aid, swimming, and life-saving. It sets up first-aid stations in parks and on highways.

The nurses' helpers in many hospitals are trained by the Red Cross. It also provides teachers for classes in home nursing.

The Red Cross helps the children of different countries to know each other better. Children in schools all over the world have their own Red Cross groups. These children write letters and send gifts and pictures to one another. In this manner the Red Cross hopes to bring about a friendlier, more peaceful world.

To complete this outline, tell in as few words as possible each of the things that the Red Cross does.

I. Wartime services

- A. Collects and gives out supplies.
- B. Helps the families of soldiers.
- C. Helps prisoners of war.
- D. Entertains soldiers in camps and hospitals.

II. Peacetime services

- A. Helps people who have had sudden misfortune.
- B. Teaches safety classes and sets up first-aid stations.
- C. Trains nurses' helpers and has home-nursing classes.
- D. Helps children of all countries know each other better.

Can You Find the Information?

Each paragraph below tells ways in which a certain animal is fitted by nature to live in its surroundings. Below each paragraph, list the ways mentioned in it.

The immense condor makes its home on a bare shelf of rock in the highest mountains. Its straight toes are well suited to walking about on flat places, but it cannot light on trees. As it soars about on outstretched wings, the condor looks like a dot in the sky. But even from thousands of feet above the earth, the condor's remarkably keen eyes can locate an unsuspecting animal. With powerful wings the condor dives onto its prey and with its hooked beak and sharp claws quickly tears the animal apart.

straight toes; powerful wings;
keen eyesight; hooked beak;
sharp claws

The llama looks somewhat like the camel; it is sometimes called the camel of South America. Like a camel, it has a peculiar kind of stomach that stores water. The llama can survive three or four days without water or food and still not lose any of its energy. Its small, padded feet can travel nimbly over steep mountain paths. Because its mouth is tough, the llama can eat rough plants growing on the mountains. The llama is one of the few animals that can breathe the thin air of the high mountains.

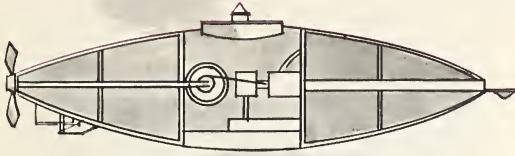
stomach that stores water;
small, padded feet; tough mouth;
can breathe thin mountain air

The long-legged heron can wade easily in the shallow streams where it finds its food. Its toes are flat, and its feet do not sink in mud. Underwater dwellers are not suspicious of a stalking heron, for its lanky legs look like reeds. The heron can thrust out its long, arched neck and sharp bill with the speed and sureness of an expert swordsman to strike at food it relishes.

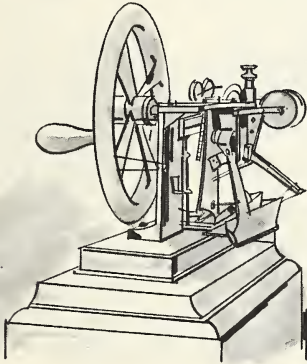
flat toes; legs that look like reeds;
long, arched neck; sharp bill

The polar bear, occupant of the Arctic Circle, is always white. His massive body, therefore, is hard to see against the snow. His thick fur and the layer of fat just underneath his skin help him resist the extremely cold temperatures of that isolated region. The bear's oily fur sheds water and thus keeps his body from becoming wet. He does not skid on the ice because the bottoms of his flat, wide paws are covered with fur. His forepaws are extremely powerful. If a ravenous bear sees a seal basking on the ice, he can swim across to it, raise himself out of the water, and crush the seal's head with one murderous paw.

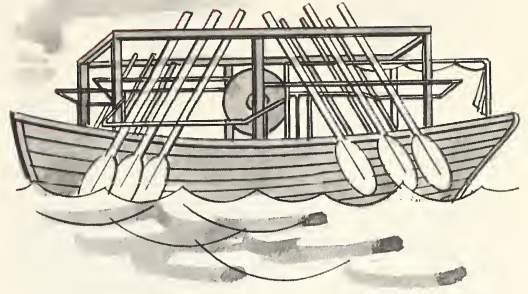
thick white fur; layer of fat under skin; oily fur; flat, wide paws covered with fur; powerful forepaws; good swimmer



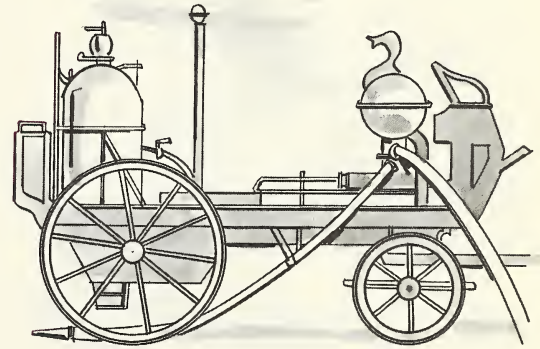
An early submarine, invented by John Holland, was just fourteen feet long and had room for only one person. People who recognized Holland on the wagon that was hauling the submarine to the river for launching shook their heads sadly. "Poor lad," they remarked, "he should know better than to think a boat can travel under water."



The sewing machine above, which was invented by Elias Howe, sewed, and sewed well. Whenever it was tested before a group, spectators were highly pleased. However, while they praised the machine, they were unwilling to use it. In fact, it seemed that the more perfectly it worked, the more stubbornly the people objected to buying it.



John Fitch had the cleverness and skill to equip a forty-five-foot boat with a steam engine. This engine provided enough power for two sets of paddles to push the boat ahead at the rate of seven miles an hour. In spite of this success, his fellow citizens laughed at him. Sails and poles and oars were good enough for them, they insisted.



John Ericsson constructed the first steam fire engine in 1829. His invention could pump a steady stream of water through a hose and force it out at such a high pressure that it carried over the tops of tall chimneys. But like other pioneer inventions, it went begging for a buyer. City officials insisted there was no need for such a machine.

What idea do you think is common to all of the above paragraphs? People are slow to adopt new inventions.

Below each fable is the lesson it teaches. One of the sentences at the bottom of page 161 also applies to each fable. Read the fables, then find the sentence that applies to each and write its number on the dotted line.



Some wild dogs came upon the hide of a lion and began devouring it.

A fox approached and told the dogs with contempt, "If this lion were alive, you would soon find out that his claws were stronger than your teeth."

Anyone can kick a man who is down. 5



A fox invited a stork to dinner, but provided nothing except soup in a shallow bowl. The fox readily lapped up the soup, while the stork—with her long narrow bill—was unable to drink.

The affronted stork then asked the fox to her house the next day. When the fox arrived, he found his meal served in a narrow-necked jar. The stork could easily push her bill into the jar, but the fox could only sit and watch.

Act toward others as you want them to act toward you. 6



An old crab said to a young crab, "Why do you walk so crookedly? You must constantly try to walk straight."

"Mother," said the young crab, "please show me how. When I see you walking in a straight line, I will follow."

Example is the best teacher. 3



An ant went to drink in a brook. But the current snatched the tiny creature and carried her downstream. A hawk, lamenting the plight of the ant, dropped a twig in the water and thus helped the ant get to shore.

Not long after this, a hunter sighted the bird and was about to shoot it. The ant, seeing the danger, bit the hunter on the heel and so startled him that he lost his aim, and the hawk escaped.

In order to have a friend, you must be a friend. 7



A hunter was searching for the tracks of a lion. He met a woodcutter and asked if he had seen the lion's tracks.

"Indeed," said the man, "and if you'll follow me, I will show you the lion."

At this the hunter paled. "N-no, thank you. It was the lion's tracks and not the lion that I was hunting."

Courage is easy if danger is distant.-5-



A donkey, awed by the chirping of some crickets, determined to outdo them. He asked what they ate that made them sing so sweetly. The crickets said that they favored nothing but dew. The donkey ate only dew and soon died of hunger.

One man's meat may be another man's poison.-2-

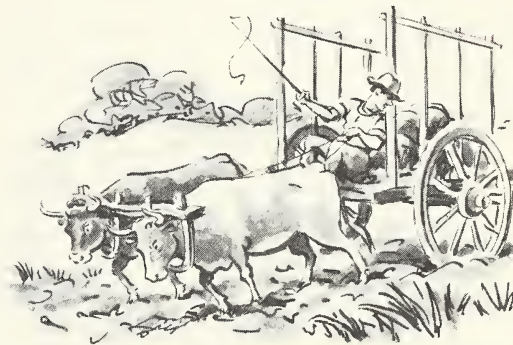
1. What you do speaks so loudly that I cannot hear what you say.
2. Not every shoe fits every foot.
3. Doing is better than talking.
4. The mills of the gods grind slowly, but they grind exceedingly small.



A goat had wandered from the herd, and the young goatherd tried to get him back. After calling in vain, he threw a stone that broke one of the goat's horns.

The alarmed lad wept and begged the goat not to tell his master. But the goat replied, "My broken horn will tell the story, even if I do not utter a word."

Facts speak plainer than words.-1-



As some oxen were pulling a wagon down a muddy road, the wheels of the wagon began to creak noisily.

"Wagon!" cried the driver wrathfully. "Why do you groan when those that pull all the weight remain silent?"

Those who cry loudest are not always the most hurt.-8-

5. Many are brave when the enemy has flown.
6. If you dig a pit, you may fall into it.
7. One good turn deserves another.
8. They do the least who boast the loudest.

How Can You Find the Book You Want?



If each paragraph below were on the jacket of a book and you wanted to select only those books that had true factual information about modern wonders, which ones would you choose? Put a check mark after them.

Boys and girls who love the outdoors will enjoy this book about plants. One particularly interesting part tells about the many new ways in which plants are used today as well as how scientists came to make these discoveries. -✓-

Three boys hiking in the hills find a mysterious man hiding in an old copper mine. Their curiosity about the man puts them in peril, for the suspicious man hints that the three boys now know a secret that they may never tell. Then occurs a succession of exciting events that will interest all readers. ----

This book tells how aluminum is made and how it is used. You will also learn why aluminum is important to our army and navy in time of an emergency. -✓-

Through this absorbing picture book you will learn the history of lamps and lighting. The book begins by showing simple lamps made of a wick dipped in grease. It continues with candles and coal-oil lamps. Finally it shows various electric lights of today. -✓-

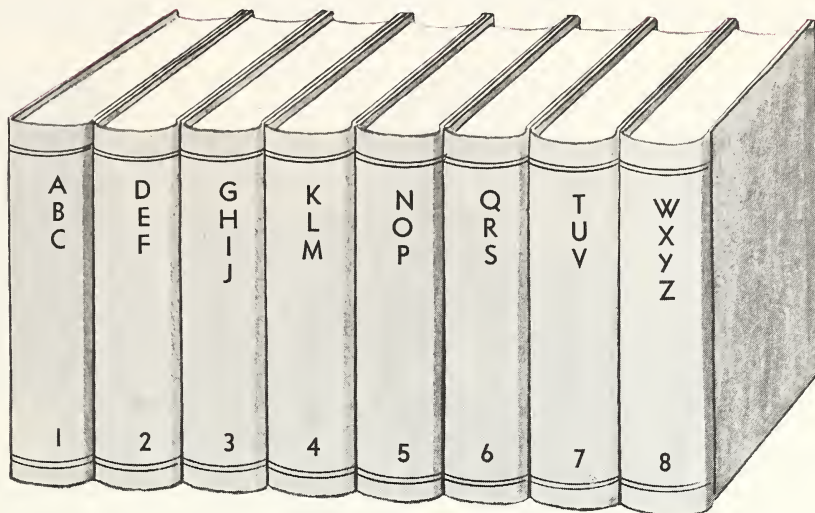
This tale of adventure tells how Tom falls into a stone quarry while exploring on East Mountain. The way a plane pilot accidentally discovers Tom's plight and saves him makes exciting reading. ----

In the part of Canada where Pierre lives, most people travel by car. But one day there comes the greatest event of his life: He gets to take the throttle of the engine on the longest freight train in the world! The story is delightful nonsense, but at the same time it tells about modern railroading. -✓-

In this modern fairy tale you follow three boys on a trip to the moon by rocket ship. Readers who like to use their imaginations are sure to be spell-bound by this thrilling story. ----

The curiosity of any young would-be engineer can be satisfied by this unusual book about trains. The book not only tells about streamliners of today, but also describes the progress that inventors have made since the engine, the *Best Friend*, made its first regular run. -✓-

What Are the Key Words?



A set of encyclopedias tells facts about people, places, and things. The facts are given under headings, or topics, which are arranged in alphabetical order.

If you wanted to know how far a flying squirrel can leap, what topics would you look for?

flying squirrels, squirrels

In what volumes? 2, 6

If you wanted to find out whether skunks are found in Africa, what topics would you look for?

Africa, skunks

In what volumes? 1, 6

If you wanted to find out whether there are wild horses in Texas, what topics would you look for?

horses, wild horses, Texas

In what volumes? 3, 7, 8

If you wanted to know if grizzlies are found in Yellowstone National Park, what topics would you look for?

bears, grizzly bears, national parks, Yellowstone

National Park

In what volumes? 1, 3, 5, 8

If you wanted to know whether bighorn sheep and Rocky Mountain goat are different names for the same animal, what topics would you look for?

sheep, bighorn sheep, goats, Rocky Mountain goats

In what volumes? 1, 3, 6

Magazines as well as books contain facts and stories about nature. See how many of the questions below you can answer.



In which magazines would you look first to find something about fish?

Nature, Natural History, Junior Natural History

Which magazines might contain stories in which the animals talk?

Jack and Jill, Story Parade, Wee Wisdom

Which magazines might have articles about life in other lands?

Life, Holiday, National Geographic

Which magazines contain facts or stories about only plants and animals?

Nature, Natural History, American Forests, Audubon, Junior Natural History

SATURDAY TELEVISION PROGRAMS

MORNING

- 10:00 News Report
10:15 Buy, Make, and Bake—
How to make flaky pie-
crusts.
10:30 The Storytelling Lady—
Beauty and the Beast.
10:45 You and Your Children
11:00 Chicago Brookfield Zoo—
A new elephant arrives
from South Africa.
11:30 Cake-Making School

AFTERNOON

- 12:00 World News Roundup
12:15 Weather Report
12:30 Henry the Handyman—
Tips for Homeowners.

- 1:00 Gardening Is My Hobby
1:30 Betty Bell—Dancing Les-
sons for Children.
2:00 Our City Schools—Film:
Square Dancing at the
Grandview School.
2:30 Baby's First Year
3:00 Storytime
3:30 To Be Announced
4:00 Make It Yourself—Model
Planes for Young and Old.
4:15 Dick Dare, Detective—
The Mysterious Spook.
4:30 Texas Ranch Riders
5:00 Film: Secret Operator.
5:15 Space Captain—Exploring
the Moon.
5:30 Pat Pentland—News
5:45 Cowboy Music

EVENING

- 6:00 Film: A Fishing Trip
Through Canada's Lakes.
6:30 Hobby Time
6:45 Sports Report
7:00 TV Starmakers—Tryouts
for New Performers.
7:30 Film: The Case of the
Curious Cowboy.
8:00 Ask Hollywood
8:30 Learn to Dance at Home
8:45 Sportscast—High Lights of
This Week's Games.
9:00 To Be Announced
9:15 Will's Workshop—Be Your
Own Carpenter.
9:30 News from Overseas
9:45 Eddie Sharp—Weather

At what hour or hours might you expect each person
below to be looking at the television screen?

Mrs. Lily has a year-old baby. She
wants to learn everything she can about
child care. 10:45, 2:30

Andrew's hobby is constructing model
airplanes. 4:00, 6:30

Mr. Williams was once coach of a
Chicago football team. 6:45, 8:45

Jack can never hear, read, or see
enough about animals. 11:00

Caroline wants to be a famous movie
star someday. 7:00, 8:00

Ted spent a summer on a ranch and
admires cowboys. 4:30, 5:45, 7:30

George plans to become a detective
when he grows up. 4:15, 5:00

Howard is interested in make-believe
adventures about men traveling in outer
space. 5:15

Mrs. Wheat is president of the parent-
teacher group at the school her daughter
attends. 10:45, 2:00

Mr. Mills grows many different kinds
of roses. 1:00

Mr. and Mrs. Drew live in a rented
house, but they plan to build their own
home soon. 12:30, 9:15

Susan has not learned to read yet,
but she listens contentedly when anyone
tells stories. 10:30, 3:00

Ann Dickson is a young bride who
is learning to cook. 10:15, 11:30

Mr. Wade never listens to anything
but the news. 10:00, 12:00, 5:30, 9:30

Betty Ann March wants to learn how
to dance. 1:30, 2:00, 8:30

Bob likes to fish. 6:00

Can You Use an Index?

The index below is part of one in a book about animals. It shows the page or pages on which facts about certain animals can be found. It also shows which pages have color plates or illustrations on them.

If two numbers have a dash between them, as 143–145, all pages between (143, 144, and 145) tell about the animal.

The animals are listed in alphabetical order. Two-word names are usually listed in two places. Grizzly bears would be listed under both B and G.

Use the index to answer the questions.

P

Pocket mice.....151–154
Porcupines.....188–189, ill. 188
Prairie dogs, Black-tailed.....121
Prairie wolves.....90, color plate 79

R

Rabbits
California jack.....198, color plate 182
Cottontail.....198–200, color plate 182
Snowshoe.....192–195, ill. 195
Tracks.....ill. 29, 193, 196
Raccoons.....53, 59–61
Tracks.....ill. 59
Rats
Brown, or House.....180, 183
White-throated wood.....165
Red foxes.....77, 86, ill. 20, color plate 87
Red squirrels.....134, 137
Ring-tailed cats.....60, color plate 44
Rocky Mountain sheep.....227–230

S

Sea lions, Northern.....94, 106
Sea otters.....78, color plate 68
Sheep
Rocky Mountain.....227–230
Tracks.....ill. 227
White.....231–232
Skunks
Common.....81–82, color plate 70
Hog-nosed.....82–83, color plate 72
Snowshoe rabbits.....192–195, ill. 195
Squirrels
California rock, or Ground.....117
Gray.....138–139
Red.....134, 137
Tracks.....ill. 32, 132

T

Tiger-cats.....97, color plate 91
Timber, or Gray, wolves.....92–95
Tracks.....ill. 95
Tree mice.....154, 167

How many pages tell something about raccoons? 4 or pages 53, 59, 60, 61

How many different kinds of squirrels are mentioned? 3

Snowshoe rabbits are listed under two letters. What are they? R, S

What page has a colored picture of red foxes? 87

What pages might tell whether rabbit tracks are as large as squirrel tracks? 29, 193, 196, 32, 132

On how many pages would you find facts about rats? 3 or pages 180, 183, 165

How many pages have colored pictures of rabbits? 1 or page 182

On how many pages are red squirrels mentioned? 2 or pages 134, 137

On what page could you read about sea otters? 78

Which of the two kinds of sheep has more pages telling something about it? Rocky Mountain

Most city newspapers have an *index* on the front page. This index is of great service to the reader, since it gives the pages on which different kinds of articles are located.

Look carefully at the index given below, then write the answers to the questions. The first one is done for you.

Amusements.....	12-14
Art.....	11
Book Reviews.....	17
Business.....	24
Comics.....	22
Crossword Puzzle.....	23
Death Notices.....	16
Editorials.....	6
Foreign News.....	1-4

Music.....	11
National News.....	1-5
TV-Radio Programs.....	10
Society.....	15
Sports.....	18-20
Travel.....	8-9
Want Ad Index.....	24-27
Weather.....	21
Women's Pages.....	15-17

On which pages would you expect to find news of national events? 1-5

On which pages would you look to find what motion pictures are being shown at the theaters? 12-14

To which page would you turn to find the crossword puzzle? 23

Where would you find out about an exhibit of oil paintings? 11

To which pages would you turn if you wanted to rent a house? 24-27

Where would you find articles about vacation spots? 8-9

To which pages would you turn if you were looking for a job? 24-27

Where would you find an account of a local girl's wedding? 15

On which pages might you find the picture of a champion golfer? 18-20

On what page would you look for the stock market report? 24

On which page would you look to find out whether the next day will be cloudy or fair? 21

On which pages might you find notes about making a lady's suit? 15-17

To which page would you turn to read the funnies? 22

To which page would you turn to find the editor's ideas about local and national events? 6

Where would you find the time of a television program? 10

To which pages would you turn to find a description of the damage done by a severe storm in Japan? 1-4

On which pages would you look to see what score your favorite baseball team had made that day? 18-20

On which page might you find help in selecting a new detective story? 17

Where could you find the station to turn to for a news broadcast? 10

A mund sen (ä'mün sən), **Roald** (1872–1928), a Norwegian explorer who discovered the South Pole in 1911.

Au du bon (ô'də bon), **John James** (1785–1851), an American painter who made a study of birds.

Bar ton (bär'tən), **Clara** (1821–1912), American woman who started the American Red Cross in 1881.

Boone (bün), **Daniel** (1735–1820), American pioneer in Kentucky.

Far ra gut (far'ə gət), **David Glasgow** (1801–1870), American naval officer on the Union side during the Civil War.

Frank lin (frangk'lən), **Benjamin** (1706–1790), American statesman, author, scientist, and inventor.

Ful ton (fúl'tən), **Robert** (1765–1815), an American who built

the first successful steamboat, and took one up the Hudson River in 1807.

Grant (grant), **Ulysses S.** (1822–1885), an American general, the 18th president of the United States, from 1869 to 1877.

Jef fer son (jef'ər sən), **Thomas** (1743–1826), a famous statesman, the third president of the United States, from 1801 to 1809.

La fay ette (laf'i et' or lä'fi et'), a French general (1757–1834) who helped the Americans during the war for independence.

Lee (lē), **Robert E.**, a great Confederate general (1807–1870).

Lin coln (ling'kən), **Abraham** (1809–1865), the president of the United States during the Civil War.

Reyn olds (ren'əldz), **Sir Joshua**, a famous English portrait painter (1723–1792).

Ross (rôs), **Betsy**, American woman who is said to have made the first American flag (1752–1836).

Sou sa (sü'zə), **John Philip** (1854–1932), American musical conductor and composer.

Twain (twān), **Mark**, author of *Tom Sawyer* and *Huckleberry Finn*. His real name was Samuel Clemens (1835–1910).

Wash ing ton (wosh'ing tən), **George** (1732–1799), commander in chief of the American army in the war for independence, and the first president of the United States, from 1789 to 1797.

Web ster (web'star), **Noah**, writer of a famous spelling book and a dictionary (1758–1843).

West (west), **Benjamin** (1738–1820), American painter of historical subjects, who lived in England.

Answer these questions by referring to the dictionary entries above.

In 1810 Boone taught Audubon how to kill a squirrel without shooting it. Was Boone a young man at that time? **no** -----

Was Betsy Ross living when George Washington became President? **yes** -----

Franklin's articles about the Widow Dogood appeared in 1722. Could Noah Webster have read them when they first appeared? **no** -----

Could John Philip Sousa have been the conductor of the Marine Band when Thomas Jefferson was President? **no** -----

In 1865 Clara Barton asked Abraham Lincoln for help for wounded soldiers. How old was she at the time? **44** -----

If Robert E. Lee had taken a steamboat trip from St. Louis to Hannibal in 1837, could Mark Twain have been a schoolboy who saw the boat? **no** -----

West and Reynolds were both painting in England in 1768. How old was West at this time? **30** -----

A school for U.S. Navy Officers was started in 1845. Could David Farragut have attended this school as a young lad? **no** -----

Could Ulysses S. Grant have been a cadet roommate of Robert E. Lee in the barracks at West Point? **no** -----

Was Samuel Clemens living when Roald Amundsen discovered the South Pole? **no** -----

In 1814 Robert Fulton made plans for a steam warship. Had he already built the first successful steamboat? **yes** -----

In 1824 General Lafayette visited the home of Robert E. Lee. How old was Lee at this time? **17** -----



There are many ways to find out things you want to know about the life of the early pioneers in our country. Which of the pictured materials would you use if you wanted to know the following things? Put the number or the numbers of the source materials in the blanks.

What kinds of animals besides buffaloes roamed the prairies? 1, 3, 4, 7

Where is the Platte River, and into what river does it flow? 1, 3, 5, 6

When did Oregon and Montana become states? 1, 3

How did a youngster feel traveling west in a wagon train? 4, 9

How did pioneers tan elk skin? 3, 7

What was the Oregon Trail? 1, 3

Why did miners use burros instead of horses? 3

What does the word *stampede* mean? 6

How much did a slab of bacon and a jug of molasses cost during the gold rush in Colorado? 1, 2, 3, 9

What was a Conestoga wagon, what did it look like, how was it made, and who used it? 1, 3, 4

How much faster can a modern train make the run from Kansas City, Missouri, to Dodge City, Kansas, than the first trains? 8

A

Hundreds of sandwiches were eaten at the ____.
 puzzle picnic purple
 Ben held his breath while going down in the ____.
 enemy eleven elevator
 Several guests were afraid of the ____.
 thousand thunder treasure
 The queen's daughter was a beautiful ____.
 prancing princess pillow

B

The detective quickly solved the ____.
mystery customers mirrors
 The boy's fingers were so chilly that they ____.
 acted ached attic
 Don shot the animal several times with his ____.
 corral cord camera
 Bob's dangerous adventure frightened his ____.
parents perform patient

C

For river travel, scouts prefer to use ____.
 courage moccasins canoes
 A dictionary will help you pronounce words ____.
 especially actually correctly
 We listened in silence to the enchanting ____.
 marigolds music amusing
 His suggestions are too ridiculous to be taken ____.
 awkwardly cautiously seriously

D

Stephen recognized the familiar face of his ____.
companion community accompany
 Jack's rock collection was displayed in the ____.
 material museum musician
 The desperate thieves were given a fair ____.
 triumph trial portrait
 A freezing temperature is rare in this ____.
 reckon rapture region

E

Art assured us that news of the disaster was ____.
 unfurled exaggerated deluded
 The *Denver Express* arrived an hour behind ____.
 impression schedule incredible
 Your unreasonable temper is simply ____.
 undertaken gradual unbearable
 The tattooed stranger aroused our ____.
curiosity conscious condition

F

The cavern walls were filled with valuable ____.
 aquariums minerals ingredients
 He spoke enthusiastically, energetically, and ____.
 eventually emphatically sluggishly
 Poised on her tiptoes, the delicate dancer ____.
 parched dangled pivoted
 Planting buttercups at ten below zero is not ____.
practical vague precise

G

I had momentary sensations of swinging like a ____.
 guitar pendulum trillium
 The situation is available only to men of good ____.
 accessories minarets character
 One of these is a luminous chemical:
 philosopher populace phosphorus
 The orchestra leader congratulated a winning ____.
contestant ancestor conspirator

H

My secretary is not only efficient but ____.
attractive preliminary simultaneous
 Hurricanes and avalanches may cause ____.
 conservation compliments catastrophes
 The condemned rogue begged pitifully for ____.
 velocity clemency treachery
 The young naturalist is entitled to ____.
 obstruction contortion recognition

A

Dale's father stopped the car in front of Clyde Gay's grocery store.

Who was driving?

Dale Clyde Gay Dale's father

What was he riding in?

airplane automobile apple cart

What kind of store was it?

garden flower food

B

The car began to skid on an ice-covered curve of the superhighway.

On what kind of road was the car traveling?

an alley a main route a dead-end street

What kind of day was it?

hot and dry freezing cold warm and sunny

What did the car do?

turned over stalled slid sideways

C

When Jean got to the bakery on her way home for lunch, she was told that the chocolate-covered doughnuts had been sold early that morning.

What happened first?

✓ Jean went to the bakery.

--- Jean discovered there were no doughnuts.

--- Jean asked for doughnuts.

What time did Jean get to the store?

when the bakery opened at dusk near noon

D

"Today?" said Ed, staring at Miss Barton. "I thought the report was due *next* Monday!"

What expression did Ed have on his face?

surprise anger pleasure

If Ed had used a complete sentence when he said "Today?" what would he have said?

--- "Is today Monday?"

--- "May I hand in the report today?"

✓ "Is the report due today?"

E

Dave raised his gun and fired just as the snarling beast sprang at him.

When did Dave fire his gun?

--- after the animal sprang

--- before the animal sprang

✓ at the same instant

What did the animal intend to do?

lick Dave's face attack Dave run away

F

Unless Roy could improve his speed in the next three weeks, all his efforts to make the track team would be in vain.

Why did Roy have to improve his speed?

✓ in order to get on the team

--- in order to remain on the team

--- because a track meet was to be held

How did Roy feel about getting on the team?

uninterested scornful determined

G

By the time Phil had finished his workout in the gym, he had happily forgotten the violent argument he had had at home with his brother.

What happened first?

the argument walk to gym gym workout

How did Phil feel as he walked to the gym?

friendly tired angry

How did Phil feel after his workout?

friendly tired angry

H

You can lead a horse to water, but you can't make him drink.

Which saying below has most nearly the same meaning?

--- We never know the worth of water until the well is dry.

✓ A man is the master of his fate and the captain of his soul.

--- If at first you don't succeed, try, try again.

Part 1: Word analysis

SURVEY TEST II

A

Cross out the silent consonants.

listen	colum ~~n~~	wren
sign	knapsack	lam ~~b~~
knight	confess ~~s~~	ghost

Cross out the silent vowels.

ba ~~i~~ t	nul ~~s~~ ance	guilt
eng ~~i~~ ne	stamp ~~e~~ d	sour ~~c~~ e
ear ~~h~~ th	valent ~~i~~ ne	se ~~a~~ side

Cross out both silent consonants and vowels.

lettuc ~~e~~	fascinat ~~e~~	wreat ~~h~~
rece ~~p~~ t	rheumat ~~i~~ sm	sci ~~e~~ n ~~c~~ e
whol ~~e~~	thought	rhym ~~e~~

B

Underline c if it has the s sound.

fence	success	circus	practice
-------	---------	--------	----------

Underline c if it has the k sound.

mimic	occurrence	picnic	spectacle
-------	------------	--------	-----------

Underline s if it has the z sound.

miser	dissolve	scissors	series
-------	----------	----------	--------

Underline g if it has the j sound.

giant	orange	gadget	garbage
-------	--------	--------	---------

C

Put S or L to show whether the vowel sound in the accented syllable is short or long.

re lax' <u>S</u>	hu'mor <u>L</u>	ex hale' <u>L</u>
dis pute' <u>L</u>	hy'drant <u>L</u>	de feat' <u>L</u>
lo'co <u>L</u>	a vail' <u>L</u>	pes'ter <u>S</u>
wob'ble <u>S</u>	bon'net <u>S</u>	dis miss' <u>S</u>
dis grace' <u>L</u>	vic'tim <u>S</u>	e nam'el <u>S</u>

D

Mark the accented syllable of each word.

trick'le	em brace'	stir'rup
en treat'	re spond'	grap'ple
tri'fle	spat'ter	be fall'
de prive'	for sake'	o blige'

E

Draw a line between the syllables of each word.

can vas	ap prentice	rack et
vis or	min strel	de tain
dim ple	plum met	ex tent
top ple	con sta ple	meth od

F

Write the number of syllables you hear in each word on the line following the word.

confident <u>3</u>	communicate <u>4</u>	accessory <u>4</u>
fascinated <u>4</u>	transparent <u>3</u>	hyena <u>3</u>
pivoted <u>3</u>	hippopotamus <u>5</u>	ascended <u>3</u>

G

Underline the words in each row in which the beginning syllable is a prefix.

untie	under	unkind	uncle	untwine
dismal	disaster	disappear	disobey	disinfect
impolite	imagine	implore	immodest	impatient
repay	regular	resummon	region	rewrite

H

Write the root word beneath each one.

carefully	dishonorable	independent
<u>care</u>	<u>honor</u>	<u>depend</u>
invitation	continually	nonappearance
<u>invite</u>	<u>continue</u>	<u>appear</u>
forewarned	supervisory	mysterious
<u>warn</u>	<u>supervise</u>	<u>mystery</u>

I

In each word below, the root word was changed before an ending was added.

Put 1 if the final consonant was doubled.

Put 2 if the final e was dropped.

Put 3 if the final y was changed to i.

<u>1</u> stopper	<u>3</u> reliable	<u>1</u> rebellion
<u>2</u> shiny	<u>1</u> rotten	<u>2</u> guidable
<u>3</u> happiness	<u>3</u> shabbily	<u>3</u> ordinarily
<u>2</u> promotion	<u>2</u> whitish	<u>1</u> floppy

J

Underline the word in each sentence that is derived from the root word above the sentence.

dive

The diver's attention was suddenly diverted by an approaching figure.

soot

Scrubbing the sooty walls of the cabin was anything but soothing to Claude's backache.

sing

Not a single word came from the singer's lips.

A

Draw a line under the words in each box in which you hear the same vowel sound as in the underlined vowel letter of the key word.

hat	age	care	let
<u>man</u>	wasp	cave	beet
mane	<u>sail</u>	<u>fair</u>	<u>bread</u>
ladle	racket	<u>spared</u>	feature
<u>saddle</u>	<u>raking</u>	sparred	<u>feather</u>
maiden	barking	sharp	<u>stemmed</u>
<u>master</u>	<u>invade</u>	<u>sharing</u>	steamed

equal	term	ice	order
<u>season</u>	<u>earth</u>	<u>lightening</u>	<u>fork</u>
serpent	<u>burst</u>	thirty	profit
session	here	grin	<u>corner</u>
<u>field</u>	merry	<u>ride</u>	worm
felled	<u>dirty</u>	<u>grime</u>	labor
<u>feeling</u>	berate	signal	<u>awkward</u>

oil	out	put	circus
<u>joyful</u>	<u>crown</u>	<u>pudding</u>	<u>about</u>
doing	<u>found</u>	puddle	gone
lion	tough	<u>push</u>	<u>stolen</u>
<u>boiled</u>	growing	crust	only
patriot	<u>frowning</u>	<u>good</u>	<u>zebra</u>
<u>ointment</u>	jealous	gloomy	pillow

B

Number the words in each list in alphabetical order.

- ..4_

plaid

..3_

isolate

..5_

retreat

..1_

climate

..6_

wreath

..2_

faith
- ..6_

dwindle
- ..1_

daub
- ..3_

district
- ..5_

drowse
- ..2_

depth
- ..4_

donor

..5_

mesquite

..1_

meander

..4_

mercury

..6_

method

..3_

meek

..2_

medicine

..4_

trim

..6_

triumph

..2_

trickery

..3_

trifle

..5_

trio

..1_

tribute

C

Which definition of the word fits the sentence? Draw a line under that definition.

dense (dens). 1. closely packed together; thick: a dense forest. 2. stupid.

“Maybe I’m dense,” retorted Steve, “but I can’t understand these figures.”

double (dub’əl). 1. twice as great, as large, as strong, etc. 2. make twice as much; make twice as many. 3. made of two like parts; in a pair: double doors. 4. having two meanings. 5. fold over. 6. bend or turn sharply backward.

Mrs. King doubled her cookie recipe to have enough cookies for the party.

curb (kərb). 1. a chain or a strap attached to a horse’s bit and passing under the lower jaw, used as a check. 2. a check or restraint. 3. hold in check; restrain. 4. enclosing border of wood or stone along the edge of a pavement, or around the top of a well.

Nothing seemed to curb the high spirits of the three lively boys.

fawn¹ (fôn). 1. deer less than a year old. 2. light yellowish brown. **fawn**² (fôn). 1. crouch and lick as a dog does. 2. try to get favor or notice by slavish acts.

The clerk’s fawning ways did not please the manager.

D

In using the dictionary, what entry word would you look for?

The cook omitted the sugar in the cake.

...omit...

Clouds scudded across the sky.

...scud...

Igniting wet firewood is difficult.

...ignite...

Despite her occasional haughtiness, Susan had many fine qualities.

...quality...

With each year of practice, the violin player’s fingers became nimbler.

...nimble...

The biggest package proved to be the lightest.

...big...

A

Tom looked up longingly from his work. From the garage window he could see the park where Bill, Harry, and the others were in the midst of the third inning.

"You can't stop now," he scolded himself. "The fair opens Saturday, which is day after tomorrow. You must have this rock collection ready to set up tomorrow, even if you work half the night."

What was Tom doing?

collecting rocks preparing a display fixing a car

Where was Tom working?

at the fairgrounds in the garage in the yard

What day was it?

Saturday Monday Friday Thursday

To whom was Tom speaking?

Bill Harry Tom the others

What did Tom wish he could do?

play ball stay home run away

How long did Tom intend to work?

until dawn until midnight until finished

B

Paul swayed on his leafy perch, anxiously peering through the deepening shadows, searching for a clue to lead him back to camp. Suddenly an owl rose from nowhere and fluttered its feathers across Paul's face. With a hoarse cry the owl flew off, silhouetted against a blood-red sky. Paul looked beneath him into the thicket and caught a glimpse of two glowing coals. With a catch in his throat, Paul realized that he was not alone in the forest.

What motion did Paul feel?

falling jerking swinging joggling

What four sounds did he hear?

rustling howling hooting flapping
splashing clanking swishing clicking

What sensation did he feel when the owl's wing touched his face?

burning scratching brushing pinching

What feeling made Paul's throat ache?

hunger cold beauty fear

What kind of story do you expect?

adventure historical comical

C

If a spark sets your clothing on fire, do not panic. You can usually smother the flame in a blanket. Severe burns may result, however, if you lose your head and race about, fanning the flame into a roaring blaze. Likewise, many people may be trampled to death if they try to rush out of a burning theater. A whole audience may emerge safely if there is no panic.

Keep your head in case of fire because ____

otherwise you might swallow too much smoke.
you'll need it to talk to the firemen.
if you panic, you increase the danger.

Don't run if your clothes catch fire because ____

you might set something else on fire.
the blaze will get larger if you fan it.
you might stumble on something.

Don't panic in a theater fire because ____

if you start a stampede, you won't get out first.
if you are fast enough, you can call the firemen.
people can walk out safely if no one rushes.

D

Tim wrote: I can't express the gratitude I feel for Dr. Hall. He seldom had time to get new suits but always had time to talk over my heartaches as well as my headaches. Once my little sister was crying with fear as she waited to be examined. Dr. Hall pretended to examine her doll, and soon she was giggling and unafraid. As for me, he was my counselor as well as my doctor.

Which sentence best describes Tim's attitude?

Broken bones or hearts don't mend in a day.
Don't be ashamed of a friend's shabbiness.
Recognizing how someone has helped you is almost as important as helping yourself.

Which sentence best tells his sister's reaction?

We seldom fear what we can laugh at.
Smile and the world smiles with you.
He who laughs last laughs best.

Which sentence best characterizes Dr. Hall?

Be a friend, and you will make one.
A good doctor treats both patient and disease.
Fine feathers do not make fine birds.

Books You May Like

Here is a list to help you find books that you will really enjoy reading. Knowing what a book is about helps you choose a book. You can't always tell from the title alone whether a book will interest you. Some books with catchy titles may be, unfortunately, dull and difficult to read. And you can't always tell from book lists made by adults, even very helpful adults, that a certain book will appeal to you. A friend your own age, however, who has the same interests and who reads about as well as you do, can usually give you a tip on a book he has read that will help you know whether you will like the book, too.

This list contains book reviews for boys and girls your own age. The books reviewed are ones that young people have liked and about which they have been enthusiastic. Some of the boys and girls who have liked these books have not always enjoyed reading—a book had to be really good and not too hard to read before it appealed to them. You can tell as you read the impressions of the reviewer that he has told the things about books which you would want to know before selecting a book to read.

The book reviews are arranged by interests to help you quickly find a book about something you especially like. If you are scientific, for example, you can skip the reviews of cowboy books. But, if you are a rodeo fan, you may find just the book you have wanted all your life in the section on "Westerns." Perhaps you have several interests. You will find books about some or all of your interests.

In this list you will find books that "fit" your interests as well as books that "fit" your ability to read. If you see the name of a book without a star in

front of it, you will find that book quite easy to read. The books with one star are not so easy, but they're not hard enough to scare you away. The books with two stars will make you stretch a bit as you read them; however, when you find yourself reading these two-star books, you'll *know* you are improving in your ability to read.

Of course, you may explore the library on your own. There are many books besides these that you will enjoy. If you find one you especially like that is not on this list, will you try your hand at writing a review? Pass on your impressions of the book to your classmates, and add your review to the ones given here. It may be just the thing to help some other boy or girl find the right book, too.

AVIATION

The True Book of Airports and Airplanes. John Lewellen. (Childrens Press¹) How would you like to fly your own airplane? Perhaps you will some day. In the meantime, by reading this book, you can learn how the pilot does it. This book takes you to an airport and inside a plane where you see all the instruments a pilot must know about. You also find out what it is like to take a plane trip. The passengers can walk around, sit in a lounge where they can have a cool drink, and even have a good meal if they are hungry. It's almost like going by train, except that you're way up in the sky.

**Pilot Jack Knight.* A. M. Anderson and R. E. Johnson. (Wheeler) Jack Knight, the hero of this book, was an airplane pioneer. He was one of the first men who had the courage to carry mail by airplane

¹The name in parentheses after each book is the name of the publisher. It sometimes helps to know the publisher's name when you are trying to find a book.

from one end of the country to the other. It took lots of courage in those days when airplanes had only one motor, one propeller, and no instruments to check where you were going, how high you were, or whether you were near a mountain you might crash into. For instance, if you were flying at night, farmers had to build bonfires on the ground to show you where to head your plane. If the bonfires weren't there, you were in trouble!

As you can well imagine, Jack Knight was often in a lot of trouble. This story tells how he and his buddies risked their lives to make the air mail possible.

**The Wright Brothers: Pioneers of American Aviation.* Quentin Reynolds. (Random House) When the Wright brothers were small boys, they dreamed of flying. And they never forgot this dream. The boys built the fastest sled in their town, but that didn't satisfy them. They made the best kites, but that wasn't enough. They won races with their speedy bicycles, but that still wasn't flying.

This is the story of Orville and Wilbur Wright, the first men in the world to fly an airplane. How did they discover the secret of flying? Where was the lonely place they picked to try it out? What did people think of the Wright brothers? You'll find the answers in this book.

If you're interested in other books about these two famous brothers, you'll like **Wilbur and Orville Wright: Boys with Wings*, by Augusta Stevenson (Bobbs-Merrill), and **Three Together: the Story of the Wright Brothers and Their Sister*, by Lois Mills (Wilcox and Follett).

**Amelia Earhart: Kansas Girl.* Jane Moore Howe. (Bobbs-Merrill) She was a girl who could play football, ride a bike, or fix an automobile motor as well as any

boy could. She liked working with a hammer and nails more than she liked playing with dolls. Many people called her a tomboy.

She grew up to be the first woman to fly across the Atlantic Ocean, and the first woman to try to fly around the world. She was Amelia Earhart, the first great woman flyer in our country, and this book tells the story of her life.

Another good book about this famous woman is ***The Story of Amelia Earhart*, by Adèle De Leeuw (Grosset and Dunlap).

**Ride on the Wind.* Told by Alice Dalgliesh from *The Spirit of St. Louis*, by Charles A. Lindbergh. (Charles Scribner) Imagine that you are flying all alone in a small plane from New York to Paris. You are doing it because you want to be the first one to fly nonstop over the Atlantic Ocean. If you make it, you are going to get \$25,000.

How would it feel to be over the ocean, all alone in the dark? How would it feel if you knew storm clouds were coming? How would it feel to get so sleepy you thought you couldn't keep your eyes open, but you knew you had to for more than 30 hours straight?

This is the story of Charles Lindbergh, the first man to fly the Atlantic Ocean nonstop and by himself.

***Our Fighting "Jets"* and ***Wings of Our Navy.* Maj. C. B. Colby, CAP. (Coward-McCann) You can guess the names of automobiles as they come zooming by. But how about our fighting planes? Even if you had the strongest field glasses, would you know the difference between a Bearcat and a Banshee, a Savage and a Skyraider, a Hellcat and a Panther? You can learn all about our fighting planes by reading these two books.

SCIENCE FACTS AND EXPERIMENTS

Let's Find Out: A Picture Science Book. Nina and Herman Schneider. (William R. Scott) This book is all about proving things for yourself. If you want to know why the tallest building in the world—the Empire State Building—bends a little on a hot day, you can find out for yourself in your own kitchen. If you want to know whether a package of ice cream will stay cold longer under a pillow than on a dish on the table, why not try it and see? Do you want to be your own weatherman? If so, this book can show you how.

The True Book of Science Experiments and *The True Book of More Science Experiments.* Illa Podendorf. (Childrens Press) Here are a few of the questions these books will answer: (1) How can you carry water in a straw even though you hold it right side up? (2) How can you make a simple weather vane? (3) How can a magnet make a boat move?

**The First Book of Science Experiments.* Rose Wyler. (Franklin Watts) You yourself can make electricity with a comb or a rug. You can get balloons to dance around without putting a hand on them or blowing on them. You can weigh air, make your own jet boat, and find out which foods have starch in them. There are 62 experiments in this book that you can do. You can be a scientist!

***Fun with Science,* by Mae and Ira Freeman (Random House), and ***The Real Book of Science Experiments,* by Joseph Leeming (Doubleday), tell about many other science experiments.

**How Fast?* G. R. Saxon. (Thomas Y. Crowell) If a rabbit and a deer had a race, which would win? The deer. He can run 50 miles an hour, the rabbit only 45.

If a shark and a leatherback sea turtle had a race, would the shark win by much? No. He's only a little faster than the sea turtle. What's the fastest bird in the air? A duck hawk. It can go 180 miles an hour, or 3 miles a minute.

If you love to read about speed—speedy jet planes, ships, and hot rods—this book can give you some records that will surprise you.

***Picture Book of the Weather.* Jerome S. Meyer. (Lothrop, Lee and Shepard) The big ball game is set for tomorrow. Will it be sunny? Will it rain? You want to know. This book tells how you can be your own weatherman!

You're out for an auto ride with your family. A thunder and lightning storm comes up. Why should you tell your family to stay away from tall trees, wire fences, and barns? Or a hailstorm starts and you run out to have some fun catching the hailstones. Do you know that hail can be as big as a baseball and kill a pig or a chicken when it hits? Weather is a funny thing. This book helps you understand it.

***The Real Book of Amazing Scientific Facts.* Jane Sherman. (Doubleday) Most folks think the owl is a wise bird. He is not. Lots of people think that goats can eat cans. They can't. If you believe that bears like to hug people to death, you're wrong. Do you know who threw the fastest thing ever thrown by a human being? Bobby Feller threw a baseball that went 98 miles an hour. Do you know how often lightning strikes some place in the world? It strikes 50 times every single second!

You'll change your mind about many, many things after you have read the real facts in this book.

THE WORLD OF LONG AGO

The Wonder World of Long Ago. Marie Neurath. (Lothrop, Lee and Shepard) The early days of the world are called the Age of Monsters. What was the world like in those early days before we had cities, skyscrapers, roads, boats, airplanes, railroad trains, and atom bombs?

This book tells you about that world and the monsters that lived when the earth was covered with hot steamy forests. Can you imagine what a battle between two great monsters would be like? Some of them were three times as big as a bus. Some had huge heads and sharp teeth, too. And how they could snap their powerful jaws! Others had thick, bony plates on their backs. Any battle these monsters fought was always a fight to the death with the winner eating the loser!

The True Book of Dinosaurs. Mary Lou Clark. (Childrens Press) Do you believe in dragons? Or do you think that dragons are only in fairy tales?

Millions of years ago there really were animals in the sea and on the land that looked and acted much like dragons. This book tells about these monsters.

You'll also like **Dinosaurs*, by Marie Halun Bloch (Coward-McCann).

***All about Dinosaurs.* Roy Chapman Andrews. (Random House) Millions and millions of years ago, perhaps right on the spot where you are standing or sitting at this minute, there really lived big, ugly killers called dinosaurs. The word *dinosaur* means "terrible lizard." You think a "hippo" is heavy? Some dinosaurs weighed 80,000 pounds. You think an elephant is big? He's a midget next to a dinosaur. If you think a lion can fight, read about the way the King of Tyrants won a fight with one bite.

Are there dinosaur bones in your state? How do you find them? How do you know they are the real thing? The man who wrote this book gives you the answers.

If you liked this book, you may enjoy ***The First Book of Prehistoric Animals*, by Alice Dickinson (Franklin Watts).

ANIMALS, BIRDS, SNAKES, INSECTS

A Time for Sleep: How the Animals Rest. Millicent Selsam. (William R. Scott) If a horse works hard by day, you'd think it would be glad to get off its feet at night. But, believe it or not, it usually sleeps standing up. A bat flies around all night; when daylight comes, it goes to sleep hanging upside down! The guinea pig hardly sleeps at all, but the bear can sleep a whole winter long. When you go to sleep, you have a pillow, and so does the "hippo." What kind of pillow does the hippo have? Why, another hippo! This book is full of amazing and amusing facts about how animals sleep.

Another book by Millicent Selsam is **How the Animals Eat* (William R. Scott). You may like ***What's Inside of Animals?* by Herbert S. Zim (William Morrow).

Slim Green. Louise Dyer Harris and Norman Dyer Harris. (Little, Brown) You won't be afraid of most snakes after you read this story. It is about Slim Green, a snake that lives very quietly in the meadows. He minds his own business, and he runs when he hears a sound.

One day when everything is very peaceful, his worst enemy, the marsh hawk, catches him and carries him up into the sky. It's a real fight. Which do you think wins—the hawk or the snake?

If you're interested in snakes, try these books: *Snakes*, by Herbert S. Zim (William Morrow), and **The First Book of Snakes*, by John Hoke (Franklin Watts).

The Wonder World of Insects. Marie Neurath. (Lothrop, Lee and Shepard) Insects, like people, may have kings, queens, soldiers, and even slaves. Some insects build castles; others grow mushrooms. Some even own cattle. This book is about the world of insects. You may also like **The Wonder World of Ants*, by Wilfrid Bronson (Harcourt, Brace).

Coyotes. Wilfrid S. Bronson. (Harcourt, Brace) If you saw a coyote out on the plains, what would you want to do to him? Shoot him, probably, because you have heard that he is one of the dirty fighters in the animal world.

This book says that a coyote is not a dirty fighter—just a smart fighter. It tells you how he catches his food, sneaks away from his enemies, and protects his puppies. You'll like coyotes a little better after you read this book.

Turtles and **Cats* (Harcourt, Brace) are two more books by the same author. You may also want to try **The Big Cats*, by Herbert S. Zim (William Morrow), or some of the other animal books Mr. Zim has written.

True Zoo Stories. William Bridges. (William Morrow) The man who wrote this book works in the Bronx Zoo, the biggest zoo in the world. He knows most of the 2500 animals by name, and he can tell many true stories about them. There is the funny one about a bear that liked ice cream. The bear climbed over an iron fence every night, broke into restaurants, ate all the ice cream it could find, and then went back to its cage to sleep. Name almost any animal. There's a story about it in this book.

Other animal books by the same author are *Zoo Babies* (William Morrow) and ***Big Zoo* (Viking Press).

**Hawks.* Charles L. Ripper. (William Morrow) The lion is king of the beasts, and the whale is lord of the ocean. The hawk is the king of hunters in the sky. He is so strong he can carry something his own weight through the air. His beak is so strong it can dent a tin hat like a lumberjack wears. When the hawk is cornered by an enemy, he always fights with all his might to win.

In this book, you'll learn where hawks live, how they hunt, and why they are hunted more than almost any other bird.

Mr. Ripper has also written a book called **Bats* (William Morrow). You may like **Vulcan: the Story of a Bald Eagle*, by Robert M. McClung (William Morrow).

THE SEA AROUND US

The True Book of Animals of the Sea and Shore. Illa Podendorf. (Childrens Press) When a skin diver or a frogman goes down to the bottom of the ocean to look for sunken treasure, what are some of the dangers he must guard against? A shark could attack him, a squid could shoot ink at him, or an octopus could tangle with him. This book tells you about these dangerous animals, as well as about many harmless animals like the oyster drill. This strange creature drills a hole into the oyster before it eats the soft body of the oyster. If you have wondered what life is like below the water, this book is for you.

You may also like *Seals and Walruses*, by Louis Darling (William Morrow), and **The Octopus*, by Olive Earle (William Morrow).

**See Through the Sea.* Millicent Selsam and Betty Morrow. (Harper) In this book you get into a big, round steel ball that has a window in it. The door is closed, and you start going down, down, down into the water—as far down as a mile. You go so far down in the ocean

that five Empire State Buildings, one on top of the other, could fit in the water over your head.

At the bottom of the sea it's darker than the darkest night. But there's a big searchlight in this steel ball, and you can see anything you want to. What do you think you will see near the ocean floor?

**Sea Animals and How to Draw Them.* Amy Hogeboom. (Vanguard Press) Sometimes, after you read about your favorite animal, you feel like making a drawing of it. But you don't do it, because you think you are a bad artist. This book will show you how easy it is to be a good artist and draw a whale, a polar bear, or a walrus, if you want to.

Amy Hogeboom has also written books about how to draw other animals—dogs, birds, cats, horses, wild animals, forest animals, familiar animals.

***The Real Book about the Sea.* Samuel Epstein and Beryl Williams. (Doubleday) "Sock him on the nose with a club and he won't bother you!" Did you know that is what sea divers tell you to do if a shark goes after you? There may be other things about the sea that you don't know, too. For instance, there is so much gold, oil, and treasure in the sea that anyone who could get it out could be very rich. Why don't we do it? The book tells why.

How do the 20,000 different fish in the ocean live? How do they protect themselves against their enemies? Who are the big winners and the big losers?

You may also like ***All about the Sea*, by Ferdinand C. Lane (Random House).

***All about Whales.* Roy Chapman Andrews. (Random House) The whale is the giant of the deep. This book tells how men hunt this giant. One of the

most exciting parts comes when a big whale gets two harpoons in him and starts to bleed. Suddenly out of nowhere come the sharks. They have smelled the blood, and they surround the whale. The men hurry to get away, but by accident they break an oar. Then the boat hits against the whale's side and breaks into pieces. There the men are in the water, surrounded by a school of sharks. How do they escape? The book is full of exciting adventures like this one.

CAREERS

The True Book of Cowboys. Teri Martini. (Childrens Press) Would you like to work out in the open? Would you like to sleep on a bedroll under the stars at night? Would you enjoy roping a calf, busting a bronco, or riding a bull in a rodeo? If the answer is "yes," you would like the life of a cowboy. And that's what this book is about.

**The First Book of Nurses.* Mary Elting. (Franklin Watts) One of the most important jobs in the whole country is the job of the nurse. Doctors, dentists, hospitals, and even many big factories could not get along without nurses. Nurses can get jobs in many other interesting places, too. A nurse might travel with an ice show or work at a major-league baseball park. Ships, airplanes, and trains often have nurses to look after the passengers.

Nursing is the job of helping others when they need help most. It can be exciting, too. If you are thinking of becoming a nurse, this book will tell you something about how you can do it.

**Clara Barton: Red Cross Pioneer.* Alberta Powell Graham. (Abingdon Press) When there is serious trouble any place in the world, the Red Cross always helps people.

This book is the story of Clara Barton, the woman who started the Red Cross. From the time that she was very young, she loved to help other people. She never cared how much money, how much time, or how much pain it cost her. If anyone was suffering, she wanted to be near. During the Civil War, she helped wounded and dying soldiers, even though cannon balls were whizzing past her head.

If you want to meet a wonderful woman who spent her life doing good for others, this book will give you the chance.

*The Everyday Adventure Series. (Julian Messner) What do you expect to be when you are old enough to go to work? If you're lucky, you might work at the job you like the best. One good way to find out whether you would like a job is to try it. Here are some books in "The Everyday Adventure Series" that tell about boys who did try different kinds of jobs:

In *Fisherman Jody*, by Helen D. Olds, a boy goes out on a fishing boat and learns how exciting a codfisher's life is.

In *Tommy and the Orange-Lemon Tree*, by Enid Johnson, you live and work with a family that grows orange and lemon trees. You even have a chance to fight the frost, which the growers fear so much.

In *Jerry's Treasure Hunt*, by Enid Johnson, you learn about the work of the garbage collector in a big city. It is dirty but interesting work, especially when something valuable is lost and you look for it.

In *A Tugboat Toots for Terry*, by Zillah K. Macdonald, you find out how hard tugboat captains work. And you see what a good sailor does when a tug has a close call with a big ferryboat.

To find out about other jobs, read these books: *Coast Guard to the Rescue*, by Mildred G. Luckhardt, and *Fireman for a Day*, by Zillah K. Macdonald.

***The F.B.I.* Quentin Reynolds. (Random House) The FBI does a very important job for everyone in our country. Sometimes when the police and detectives can't solve a crime, the FBI can help find the criminal. One reason they can help is that the FBI office has the biggest file of fingerprints in the country.

This book tells how the FBI investigator, or G-man, gets to be so good at his job. It shows you how he learns to use all kinds of firearms, from revolvers to tommy guns. By the way, every G-man must learn to shoot with both hands.

If you wonder why the FBI almost always gets the man they are after, this book is for you. England is proud of its Scotland Yard; Canada is proud of its "Mounties." We are proud of our FBI!

***Frogmen.* C. B. Colby. (Coward-McCann) Nobody likes war. But if we ever have another one, we will need frogmen to help us win it. Do you know why? If the enemy puts a mine down deep in the ocean to blow up our ships, the frogman knows how to get rid of it. If we want to dynamite enemy ships, the frogman takes care of that, too. How does a frogman get ready for his dangerous work? This book tells you.

If you liked this book, try these books by the same author and publisher: ***Danger Fighters* and ***Submarine*.

KNIGHTS AND THE MIDDLE AGES

The True Book of Knights. John Lewellen. (Childrens Press) Have you sometimes wondered about the knights in heavy armor and how they lived long ago? Well, this book will tell you something about them. You'll learn about their big castles. You'll learn about the contests they had and the battles they fought to protect their land. If you had lived in

those days and had wanted to become a knight, you would have started training when you were only seven years old. Then, after fourteen years you made it. Once you became a knight, what an exciting life you had!

If you want to know more about knights, read **King Arthur and His Knights*, adapted by William Kottmeyer (Webster); ***Men of Iron*, written by Howard Pyle and adapted by William Kottmeyer (Webster); and ***King Arthur and His Knights*, by Mabel L. Robinson (Random House).

**The Robin Hood Stories*. Adapted by William Kottmeyer. (Webster) If you have watched Robin Hood on TV, you know that he lived in the woods with his men and did many things against the law. Of course, some of the laws in those days were cruel and unjust.

This is a book of many new stories about Robin Hood and his merry men. The sheriff is always trying to catch them, but he can't. Robin Hood is too smart for him. Finally, though, Robin Hood saves the king's life. The king gives him and his men good jobs in the forests, and they stop being outlaws.

You might also like Walt Disney's *Robin Hood*, edited by Annie North Bedford (Simon and Schuster).

SPORTS

Terry and Bunky Play Football. Dick Fishel and Red Smith. (G. P. Putnam) You can become a better football player by reading this book. It's the story of John, a champion high-school player who teaches two younger boys, Terry and Bunky, all about catching, passing, blocking, and punting. Then John plays in a big game and shows the boys how he does it himself.

In the back of the book, you will find seven pages of important football rules.

If you're a baseball, basketball, or hockey player, you'll like *Terry and Bunky Play Baseball* and *Terry and Bunky Play Basketball*, both by Dick Fishel and Clair Hare (G. P. Putnam); *Terry and Bunky Play Hockey*, by Dick Fishel and Ken Hay (G. P. Putnam); and *Nicky's Football Team*, by Marion Renick (Charles Scribner).

**Boxing for Boys*. Donald K. Silks. (Alfred A. Knopf) "Come on! Fight!" That's a dare! Can you answer it? Can you use your two fists? Do you know the best way to jab, hook, and uppercut? How is your footwork?

Many of the great champs studied boxing before they won the title. Maybe you don't want to box for money. Even so, it's always good to know the smartest thing to do when you are in a fight. The boxer who wrote this book can teach you.

**The First Book of Baseball*. Benjamin Brewster. (Franklin Watts) Would you know who has the best batting average since big-league baseball began? Do you know who hit safely in 56 games in a row? Do you know who once hit two home runs with the bases loaded in one game?

Why is it good to be a switch hitter? Why is the "hot corner" one of the hardest positions to play, and how can you make it easier? How can a player steal bases just by watching the pitcher's feet instead of his arm? The answers to these questions and many others are in this book.

**Baseball Pals*. Matt Christopher. (Little, Brown) Who should be made the first-string pitcher on a baseball team—the boy who pitches the best or the one who wants the job the most? This is a story about just that kind of argument. Jimmie and

Paul stop being good friends because Jimmie, who is a wild pitcher, manages to beat Paul, who is a far better pitcher, out of the job. Jimmie finds out, though, that a team is always more important than any one player.

Another story by the same writer is **The Lucky Baseball Bat* (Little, Brown).

**Barney of the Babe Ruth League.* Colin Lochlons. (Thomas Y. Crowell) Barney was a good baseball player, but he didn't follow the rules for good team play. So he was benched. Even his own grandfather got mad at him for being a poor sport. Then Barney was really gloomy. It took time, but Barney finally learned his lesson and became a good team player, even a hero in a very tight game.

You may also want to read **Giant in the Midget League*, by C. Paul Jackson (Thomas Y. Crowell).

**Babe Ruth: Baseball Boy.* Guernsey Van Riper, Jr. (Bobbs-Merrill) He was called "Mr. Baseball." He was, perhaps, the best baseball player who ever lived. He hit more home runs in one season than any one ever did—60! He hit more home runs in a lifetime than any other man ever did—714! He hit the longest ball ever hit—nearly 600 feet!

This was Babe Ruth, and this is the story of his life. After you read it, you will know why 30,000 boys and girls sent him letters when he got sick.

You're sure to like, too, Mr. Van Riper's **Lou Gehrig: Boy of the Sand Lots* (Bobbs-Merrill).

***How to Play Big League Baseball.* Edited by Malcolm Child. (Harcourt, Brace) Every boy who plays baseball dreams about making the big leagues someday. A few like Phil Rizzuto, Roy

Campanella, and the others in this book actually made the dream come true. They tell how you, too, can become a better player, and perhaps make the big time.

Do you want to become a better pitcher? Then let Harry Brecheen show you how to do it. One thing he did when he was your age was this: He painted a target on the side of a barn and spent many hours a week throwing at it until he could hit the strike zone any time he wanted to.

If you want to learn a lot about how to be a star in your favorite position, there is a line-up of great ballplayers who can show you how to succeed.

***Knockout.* Philip Harkins. (Grosset and Dunlap) Ted Brett is thin and little. He lives in the slums, and everybody tries to take it out on him because he looks so weak. Even his older brother bullies him.

One day Ted does fight back, and he finds he's not so weak. He wins! This makes him decide to become a boxer. Later, as "Baby Face" Brett he enters the Golden Gloves. What happens then? Why not read this book and find out?

A football story by the same author is ***Son of the Coach* (Grosset and Dunlap).

WESTERNS

**Davy Crockett: Young Rifleman.* Aileen Wells Parks. (Bobbs-Merrill) You have seen Davy Crockett on TV and in the movies. You know what a brave hunter and fighter he was. Once he made up his mind to do a thing, he stuck to it.

How did Davy become a great sharpshooter? To find out, you can read this book, which tells about his growing up in Tennessee.

To find out more about this famous man, read **Davy Crockett*, by Frank Beals (Wheeler), or ***Davy Crockett*, by Stewart H. Holbrook (Random House).

**Bronco Charlie: Rider of the Pony Express.* Henry V. Larom. (McGraw-Hill) About one hundred years ago, pony express riders carried the mail over deserts, across mountains, and through forests and rivers. Sometimes Indians chased them or outlaws stole the packages of mail. Once in a while, the riders or their horses died of thirst, cold, or an accident.

Bronco Charlie tells about a young boy who takes over a pony express rider's pony and finishes a trip when the rider is killed by Indians. The boy has some very scary moments, but he delivers the mail on time.

You may also like **Riding the Pony Express*, by Clyde Robert Bulla (Thomas Y. Crowell), and ***The Pony Express*, by Samuel Hopkins Adams (Random House).

**Kit Carson: Boy Trapper.* Augusta Stevenson. (Bobbs-Merrill) "Indians! Run to the fort! Hurry!" Kit Carson and his family heard this one night as they were sitting in their cabin deep in the dark forest. Everybody *did* run for safety! Then Kit, who was a small boy, risked his life by slipping back to the cabin to get food he thought his mother needed.

As Kit grew up, his life was full of brave deeds. He was not afraid of the bully in the settlement. He beat him up. He was not afraid to help track down the crooks who stole his brother's furs. He even saved a troop of soldiers from being murdered by Indians. This book tells about these and many more exciting times in the life of Kit Carson.

Augusta Stevenson has also written **Daniel Boone: Boy Hunter* and **Buffalo Bill: Boy of the Plains* (Bobbs-Merrill).

**Jim Bowie: Boy with a Hunting Knife.* Gertrude Hecker Winders. (Bobbs-Merrill) "A bold, adventurous man was he!" That's how they sometimes sing about

Jim Bowie. He always loved danger. When he was little, he would go out alone looking for alligators to lasso and to ride. When he grew older, he could throw a knife at a rattlesnake and kill it on the spot. He wasn't afraid of runaway horses, wild Indians, or a herd of buffalo rushing at him. He died fighting up to the last second of his life—at the Alamo.

**Wild Bill Hickok.* A. M. Anderson. (Wheeler) They called him "Wild Bill," but his real name was James Hickok. How did he get this nickname? Well, whenever he thought something was good for his country or good for law and order, he did it even if it was a wild thing to do.

Once he walked right into an Indian camp to find out whether they were planning to make war on the white men. The Indians tried to kill him. Another time, he rode his great horse, Black Nell, for 90 hard miles through Indian territory. He needed help for a small band of white men surrounded by Indians. There was never a braver stagecoach driver, Indian scout, or marshal than Wild Bill. This book tells about many of his brave deeds.

For another book about Wild Bill, try ***Wild Bill Hickok Tames the West*, by Stewart H. Holbrook (Random House).

**The Story of Annie Oakley.* Edmund Collier. (Grosset and Dunlap) Who can shoot a rifle better—a boy or a girl? Almost everyone would say a boy. It's true that many boys are better shots than girls. But Annie Oakley was different. She had such a good eye she beat all the best men shooters. She could hit moving objects while standing on horseback. She was so good she was the star of Buffalo Bill's Wild West Show. This is the story of the girl with a perfect eye for shooting—Annie Oakley.

****Wyatt Earp: U.S. Marshal.** Stewart H. Holbrook. (Random House) This is the true story of how Wyatt Earp cleaned up Dodge City and Tombstone, two tough Western towns.

The lawbreakers didn't like Wyatt, and they tried to kill him many times. Once five of the worst gunmen challenged him and his brothers to fight it out with guns. There was a bloody battle in the O.K. Corral. The Wyatt boys won, but it started a feud that didn't end for a long time. Wyatt Earp was called "The Lion." When you read this book, you'll see why.

****The Cowboy Encyclopedia.** Bruce Grant. (Rand McNally) How much do you really know about cowboys? Test yourself by answering these questions: Why does a cowboy wear high-heeled boots? Why does a cowboy put a rope around himself when he sleeps on the ground? How does a cowboy tell time by the stars? In this book you can find the answers to these and hundreds of other questions.

If you ever read a book or see a TV show or movie about cowboys and find something you can't understand, just pick up this book and look for the answer.

DOG AND HORSE STORIES

Sam and the Inkspot. Margaret S. Johnson. (William Morrow) You have heard people say, "They fight like cats and dogs." That's because when a dog sees a cat, there is often a fight. But not in this story! Sam, a dog, and Inkspot, a cat, get along fine. In fact, they have many adventures together. When Inkspot gets caught by a trap in the woods, Sam looks everywhere for her.

You'll like Sam very much, especially when he saves Helen, his mistress, when she falls through the ice.

Dog Stories. Edward W. Dolch and Marguerite P. Dolch. (Garrard Press) "A dog is a man's best friend," people say. Here are some stories from real life that show you how true this saying is: (1) Once an angry bull tried to kill Bob, a young farm boy, and Golden Queen, his dog, stopped the bull. How? She bit him so many times the bull ran away. (2) Once a pilot took his dog, Rags, on an airplane trip with him. It's a good thing he did because Rags brought help when the plane crashed. As you read this book, you'll see how brave a dog can be when his friends are in danger.

***Yipe: the Story of a Farm Dog.** David Malcolmson. (Little, Brown) Yipe is driven away from her farm when somebody snitches that she is stealing eggs from the chicken coops. Luckily she finds a kind, new master. Yipe hunts field mice for him, and she helps him catch the rabbits that spoil his crops. Everything is fine until Yipe has a family of puppies. Then Tuffy, one of her children, grows up and starts a war with Yipe to see who will be boss-dog on the farm. You really wonder how this fight will end.

***Wilderness Pup.** Margaret S. Johnson. (William Morrow) Dusky was born in one of the coldest places in the world, Labrador. Once when the dog couldn't find food, Bob Willard, a rock explorer, kept Dusky alive. Dusky loved Bob for that and knew that he would be loyal to Bob as long as they lived.

There is trouble, though, when Bob takes Dusky to his home in the United States. People are afraid of Dusky; they say he is half wolf. So Dusky is sent back to the wilderness. Months later Bob comes to explore again in Labrador. He gets into danger with a bear, and

Dusky fights for the master he can't forget. Does Bob take him back? Would you?

Some other fine stories by Margaret S. Johnson are *Briar: a Collie, Randy and the Queen of Sheba*, **Gay: a Shetland Sheep Dog*, **Larry of Snowy Ridge*, **Red Joker*, *Snowshoe Paws*, and *Stowaway Cat* (William Morrow). You'll also like *Joey and Patches*, by Margaret S. Johnson and Helen Lossing Johnson (William Morrow).

****Yank in Sicily.** Mark Bartman. (Albert Whitman) This is the story of Yank, a dog that is just as smart as any dog you see on TV or in the movies. He shows it when he goes to war with his master. At first, the captain wants to get rid of him because he thinks a dog is too much trouble to have around. Later, he is glad Yank is there because the dog saves the whole troop from being killed.

****White Mane.** Albert Lamorisse and Denys Colomb De Daunant. (E. P. Dutton) This is the story of a wild horse who has always lived free. Then some men try to capture him with a rope, with fire, and with tricks. But White Mane can't be caught. The only human being the horse trusts is Folco, a young boy who loves him. In the end they go away together.

JUST GOOD STORIES

Three Boys and a Mine. Nan Hayden Agle and Ellen Wilson. (Charles Scribner) This is a story of three brothers and a dog who rescue a little girl from an old mine. As a reward, the boys are allowed to go down into a deep, dark mine and dig coal for themselves. It's fun, but it's also dangerous. They have some thrilling moments as they go down one thousand feet into the earth.

The Story of Ferdinand. Munro Leaf. (Viking Press) Ferdinand was a big, lazy bull. He didn't want to fight with anybody. He just wanted to sit under a shady tree and take it easy. By mistake, though, Ferdinand was sent to the bull ring where he was supposed to fight. And there was a big surprise for the people who came to watch the fight!

***Lookout for the Forest.** Glenn O. Blough. (McGraw-Hill) A burning match, a lighted cigarette, or one small spark from a campfire can burn thousands of trees, kill many animals, and destroy hundreds of homes. In this story, Ted Riddle learns how the forest rangers stop forest fires from spreading.

If we lost all our forests, could we get along without the wood and the paper that comes from wood? This book tells you what a wonderful place the forest is.

***Buzz Wants a Boat.** Neil Anderson. (Julian Messner) Pretend you just got a large sum of money. What would you want to buy with it? Buzz Baker wanted a boat, but all he could do was dream about one. His dad didn't have the money to buy a boat.

So Buzz tries to make money for the boat he wants. He finds a skeleton he thinks might be a dinosaur's and tries to sell it to the museum. He baby-sits; he opens a cold-drink stand. He still can't make enough money. Just when he is about to give up hope, something happens, and Buzz gets his own boat.

Another book by the same author is ***Meet Sandy Smith** (Julian Messner).

***The Boxcar Children.** Gertrude Chandler Warner. (Scott, Foresman) A very rich man in this story is quite sad. His four grandchildren are lost, and he offers

\$5000 to anyone who can find them. One man knows where they are, but he keeps it a secret. He has a good reason.

Meanwhile, the four grandchildren are having a great time living in an old boxcar they have found. They use a nearby waterfall for an icebox and get their pots, pans, and dishes from an old dumping ground. The only money they need is for food. The oldest one, Henry, finds a way to get that. Jessie, his sister, does the cooking. Henry and Jessie together take good care of Benny and Violet, their younger brother and sister. What happens when the rich grandfather finds them? What will he do with the boxcar they love? It's a real surprise.

Another story about the boxcar children is **The Yellow House Mystery*, by Gertrude Chandler Warner (Scott, Foresman).

**The Important Pockets of Paul*. Lilian Moore. (David McKay) Paul was afraid of deep water. The other boys his age went in way over their heads, but not Paul. One day an old man gave Paul a lucky coin, and said, "Take this and you won't be afraid." It worked. Paul found he could jump into the pool and swim in deep water. Everything was great until one day at the pool Paul discovered his coin was gone! What did he do? Perhaps you have a lucky charm, too. If you lost it, what would you do?

**Trapped in the Old Mine*. Alvena Seckar. (Julian Messner) Pete was a city boy who wanted to see a coal mine. This is a story of how he nearly died when he found an old mine and went down into it. His cousin Andy, who lived in the mining town, warned him, but Pete was stubborn and went anyhow.

Andy saved Pete by getting a smart idea on how to send fresh air into the

hole down which Pete had fallen. The story is all about the thrilling rescue. It also tells about life in a mining town.

You may also like these books by Jack Bechdolt: ***Oliver Becomes a Weatherman*, and ***Oliver Sounds Off!* (Julian Messner). ***The Marvelous Magnet*, by Harry Sootin (Julian Messner), is good.

**Matilda*. Le Grand. (Abingdon Press) Matilda is a goat. She is different from any goat you ever saw. She can make a lazy fullback get up and go for touchdowns. Every time she comes on the football field, the coach is happy. When Matilda is there, he knows his team will win. Why? Matilda is a special kind of goat!

**Key of Gold*. Cora Cheney. (Henry Holt) If you have ever dreamed of finding a treasure in a sunken pirate ship, you will want to read about Eddie Norris, a boy who made such a dream come true.

Eddie lived on a little island near Florida because he had had polio and he needed the sun and the warm water. To pass the time, he read history books about his island and the pirates who once sailed around it. He learned that there was sunken treasure nearby, and he wanted to find it.

One day his dream came true. A hurricane blew a real pirate ship up on the shore. How did this help Eddie walk again? What treasure was found? The ending is full of surprises.

**Paul Bunyan Swings His Axe*. Dell J. McCormick. (Caxton Printers) This is a book about a superman. As a baby he was so big it took the milk from fourteen cows to keep him happy. When he was a boy, he was so strong he could ride a raft through the wildest rapids. When

he grew up to be a man, he made an iron crowbar into a safety pin to hold together a rip in his trousers. When he laughed, it was so loud people thought there was a thunderstorm. He was such a giant he could move across a state with a few steps. He was Paul Bunyan, one of America's first supermen.

PETS AND HOBBIES

The True Book of Tools for Building. Jerome Leavitt. (Childrens Press) If you like to work with tools, you will like this book, which tells you the best way to use them. You can spoil tools by not using them properly. You can hurt yourself and other people by not holding them right. This book shows you how to treat your tools like good friends.

The First Book of Fishing. Steven Schneider. (Franklin Watts) Two boys can go fishing on a certain day in the same brook, in the same lake, or in the same river. One boy can come home with nothing. The other boy can come home with plenty of fish. Why is that?

The good fisherman has the right bait, the right rod, and the right tricks for the right fish. Do you know that some fish love to eat feathers tied to hooks? What fish do you have to hit on the head with a club before you take the hook out of its mouth? If you want to be a better fisherman, read this book.

The First Book of Jokes and Funny Things. Frances N. Chrystie. (Franklin Watts) Everybody likes a good joke. This book has lots of jokes you can tell your friends, or just read for your own fun. There are also funny riddles and rhymes as well as stunts you can learn to do.

You'll also enjoy **The Real Book of Jokes*, by Margaret Gossett (Doubleday).

**Parrakeets.* Herbert S. Zim. (William Morrow) This book tells why a parrakeet is a nice pet to have. You can train him to talk, and you can get him to fly to you when you call him. If he gets mad and won't go into his cage, you can learn how to catch him and not hurt him.

What do parrakeets eat? Do they ever drink anything? This book tells you how to raise one parrakeet, or how to start a whole family. It even shows you how to build boxes for baby parrakeets.

Other books about pets that Mr. Zim has written include *Goldfish*, **Golden Hamsters*, and **Homing Pigeons* (William Morrow).

**The Care of Water Pets.* Gertrude Pels. (Thomas Y. Crowell) Anyone who has a pet wants to keep it healthy and happy. If your dog or cat gets sick, you can take it to an animal doctor or a hospital. But what happens if your turtles or your fish get sick? Do you know what to do for them? You can be your own doctor by reading this book. It tells you how to feed your water pets, how to tell when they are not feeling well, and how to separate pets that will kill each other.

If you want to be sure your aquarium is in good shape, this book will help you.

**Magic.* Alexander Van Rensselaer. (Alfred A. Knopf) **The First Book of Magic.* Edward Stoddard. (Franklin Watts) Magic is great fun to watch. It is even more fun to do. Here are a few of the things you will be able to do after reading these two books: (1) You can make a handkerchief disappear. (2) You can read minds. (3) You can pass a coin through your knees. (4) You can do card tricks. (5) You can read what is written on a piece of paper placed in a sealed envelope.

For other books about magic, read *Fun-Time Magic*, by Victor Havel (Childrens Press), and **More Fun with Magic*, by Joseph Leeming (J. B. Lippincott).

**Woodworking.* Roger Lewis. (Alfred A. Knopf) Let's say you want to give a present to your mother or dad. But you don't have too much money. What can you do? Well, you *can* make something with your own two hands. With some wood, a few tools, and this book to help you, you can make a pipe rack or a picture frame for Dad. For Mother, you can make lots of things for the kitchen.

**Rain or Shine: Things to Make.* Rita N. Oliver. (Harcourt, Brace) You don't need a lot of money. All you need are things like coat hangers, a coffee can, clothespins, a little tape, and paper. With these you can make an aquarium, a toy drum, furniture, puppets, and even a train station or a tunnel. This book will show you how.

Another good book is **Science Fun with Milk Cartons*, by Herman and Nina Schneider (McGraw-Hill).

***The Junior Book of Camping and Woodcraft.* Bernard S. Mason. (A. S. Barnes) Outdoor camping in the woods can be lots of fun. It can also mean plenty of danger for you if you don't know how to protect yourself against many things that could happen to you. For instance, your food could spoil, you could be poisoned by bad drinking water, or you could get lost. This book tells you how to make a refrigerator right in the woods and how to be sure you find good clean water. It gives you an easy way to find north, south, east, and west in the woods just by looking at the trees. If you want to get more out of camping, this book is for you.

**Stamp Collecting.* Roger Lewis. (Alfred A. Knopf) If you're a stamp collector, you'll like this book. If you have a stamp that is worth money, you can learn where to find out how much it is worth. How can you tell which country put out a certain stamp? This book will tell you.

SPACE STORIES

Peter and the Rocket Ship. Hazel W. Corson. (Beckley-Cardy) If you have ever dreamed about riding in a space ship more than a thousand miles from earth, come along with Peter, who made his dream come true. Peter hides in a box that is to be loaded on a space ship and falls asleep. When he wakes up, he is in outer space. He doesn't come back to earth for 6 days—after 72 trips around the earth.

Why must a space man drink water from a baby's bottle? Why must a space man sleep strapped to his bed? How do you fix a space ship after a meteor hits it? Peter finds out. So can you.

**Rocket Away!* Frances Frost. (McGraw-Hill) This book will take you to the moon in a speedy rocket ship. When you get there, you'll wonder why you can jump about six times higher and farther than you can on earth. You'll be able to pick up a rock bigger than you are and throw it as far as a baseball. How can this be? Read this book and find out.

The First Book of Space Travel.* Jeanne Bendick. (Franklin Watts) *Speeding into Space.* Marie Neurath. (Lothrop, Lee and Shepard) If you had lived fifty years ago and somebody had said that one day airplanes would fly around the world, he would have been called crazy. Today, if you say that in twenty or thirty years rockets will be taking people to the

moon, to Mars, and to other planets, some people may call you crazy, too. It does sound impossible, but these books say it *is* possible! They even show you how a space station will be built.

If you'd like to read a story that tells how astronomers get their ideas about the planets, you'll enjoy **Planet X*, by Mildred S. Kiefer (Julian Messner).

*****Zip-Zip and His Flying Saucer*. John M. Schealer. (E. P. Dutton)** Zip-Zip is the name of a boy from Mars who likes to travel around in his flying saucer. One day he comes down to earth and gets friendly with Randy Riddle. Then Zip-Zip takes Randy and his brothers and sister for a fast, wild ride in the saucer.

Do you believe in flying saucers? Maybe you will, after you read this book.

Also read *****Space Cat*** and *****Space Cat Visits Venus***, both by Ruthven Todd (Charles Scribner), and *****The Magic Ball from Mars***, by Carl Biemiller (William Morrow).

OUR COUNTRY AND OTHER LANDS

***The Boy on Lincoln's Lap*. Jerrold Beim. (William Morrow)** When a city or town puts up a statue of a person, it has a reason. It wants everybody who sees the statue to remember the great man or woman for something he or she did.

This is the story of a statue of Lincoln that one boy didn't respect. Some other boys didn't like that, and they taught the boy a lesson he would always remember.

***U.S. Means Us*. Mina Turner. (Houghton Mifflin)** The president is a most important man in the U.S. government. But there are many other people who help make the laws for the whole country, too. This book tells how we choose these people and about the work they do.

****Abraham Lincoln*. Ingri and Edgar Parin d'Aulaire. (Doubleday)** Abraham Lincoln was a great president. When you read this book you find out why. He was honest. He was kind. He liked all people. He didn't care what the color of their skin was or what their religion was. Abraham Lincoln became president because he liked people and people liked him. This book tells the story of his life.

****The United States Books. Bernadine Bailey. (Albert Whitman)** Each one of us is proud of the state he lives in because he knows his state can do something for the country a little better than any other state. If you are from Connecticut, you are proud because your state makes some of the best ammunition and guns in the world. If you live in New York state, you are proud because your state makes most of the clothing that Americans wear.

No matter what state you live in, there is an exciting story about how it began, who helped build it, and why it is famous. Each of the 32 United States Books is about a different state.

****Pictured Geographies. (Albert Whitman)** You meet many different people and you learn new things when you travel in books. Would you like to go to a land where you can walk around barefoot all the time? where it hardly ever rains or gets foggy? The book *Virgin Islands*, by Marguerite Henry, tells about this land.

Perhaps you'd rather travel to a country where everybody takes a long nap after lunch? There is so much silver in this land that ranchers wear silver coins on their clothes. *Mexico*, by Marguerite Henry, tells you about these things.

These books can take you to see Iceland, Brazil, Australia, Hawaii, Peru, Greenland, and many other countries.

DISCOVERIES AND INVENTIONS

**The First Book of Supermarkets.* Jeanne Bendick. (Franklin Watts) When you walk through a super market, do you ever wonder who first got the idea for this easy way to shop for food? Would you be surprised to hear that some super markets sell cattle, clothes, saddles, and jewels? One even sold automobiles by the pound!

"Super" means the "biggest," the "greatest." This book tells you all about one of the biggest and greatest ideas for getting food (and other things) into homes.

**Let's Take a Trip to a Skyscraper.* Sarah R. Riedman. (Abelard-Schuman) Whether you have visited a skyscraper or not, you will enjoy this book because it has so many interesting facts about these buildings. It answers questions about skyscrapers that could fool even the smartest experts on TV quiz shows: Why is a skyscraper the safest place to be when there's a big lightning storm? Why is rain sometimes red on the top of a skyscraper? Why would you have a good chance of getting your watch back if you lost it in a skyscraper?

**Nothing to Eat but Food.* Frank Jupio. (Aladdin) In this book you will learn many interesting things about the food we eat. You will learn how a busy man, the Earl of Sandwich, discovered the fastest way to have a meal—a sandwich! You'll see why one sea captain forced his sailors to eat a raw onion every day. Even the discovery of America had something to do with food.

Another book by the same author is **Nothing to Wear but Clothes* (Aladdin).

**Thomas Alva Edison, Inventor.* Ruth Cromer Weir. (Abingdon Press) When you get free time, what do you like to

do? Play ball, fish, go ice skating? This is the story of a boy who didn't do any of those things. He spent his free time testing out some of his funny ideas.

Once he sat on some eggs to see if they would hatch. Another time he filled up a friend with a certain powder to see if the boy would blow up and float in the air like a balloon. When he saw roaches in the house, he found a special way to kill them with electricity. Thomas Alva Edison grew up to be one of the greatest inventors in history.

If you like stories about inventors, you may also like **Tom Edison: Boy Inventor*, by Sue Guthridge (Bobbs-Merrill); **Robert Fulton: Boy Craftsman*, by Marguerite Henry (Bobbs-Merrill); ***Mr. Bell Invents the Telephone*, by Katherine B. Shippen (Random House); and ***Famous Inventors and Their Inventions*, by Fletcher Pratt (Random House).

***Polio Pioneers: the Story of the Fight Against Polio.* Dorothy and Philip Sterling. (Doubleday) The word *polio* doesn't scare you the way it did a few years ago—especially, if you got your polio shots.

This is the story of how Dr. Jonas Salk found out what your shots should be made of. He worked day and night for many years. So did many other great scientists before him. Is polio over now? Not yet, but someday it will be gone forever.

STORIES WE ALL SHOULD KNOW

The Story of Treasure Island. Adapted and retold by Frank L. Beals and Bernadine Bailey. (Benjamin H. Sanborn) Jim Hawkins, the young boy in this story, went on a trip with some men who wanted to find a rich treasure they had heard about. All was well until they found out that Long John Silver, a pirate on their ship, wanted that gold and silver, too.

This story tells about
fight to see who got

Another version of

**Treasure Island*, by

Moderow, Josephine

C. Noyes (Scott, Foresman).

The Story of Robinson Crusoe. Adapted and retold by Frank L. Beals. (Benjamin H. Sanborn) Suppose you are on a ship and a big storm comes up. All the men on the ship are drowned except you. Then you find yourself on a desert island with only a dog and two parrots. How do you live? Where do you sleep? What do you eat? How do you spend your time?

This is the story of Robinson Crusoe, a young man who was shipwrecked many years ago. How did he manage to keep alive for over 20 years? The book tells you.

Two other versions are: **Robinson Crusoe*, retold by James Baldwin (Aladdin), and ***Robinson Crusoe*, adapted by Verne B. Brown (Scott, Foresman).

Old Testament Stories. Adapted by Katherine O'Hare and Elizabeth Toomey. (Webster) Your minister, priest, or rabbi may often talk to you about the Bible. Do you always understand the stories he speaks about?

In this book there is the story of Noah who saved all the animals in the big flood. You will meet Jonah who lived in a whale's belly for three days. You will watch David, a little fellow, beat Goliath, a giant. You will wonder how Daniel went into the lion's den and came out of it alive. You'll find these and many more stories here.

Greek and Roman Myths. Adapted by Kay Ware and Lucille Sutherland. (Webster) When you see a Mercury speeding down the road, do you realize that this

after the Greek god of speed, When you see the sign of the horse at a gas station, do you once people believed there flying horse, named Pegasus?

Long, long ago the Greeks and the Romans said there was a man named Atlas, who held up the world on his shoulders. Why did people believe such impossible things? This book tells you.

If you want to find out more about the Greek and Roman gods and giants, read **The First Book of Mythology*, by Kathleen Elgin (Franklin Watts), and ***Adventures with the Gods*, by Catharine F. Sellev (Little, Brown). The Norsemen also believed in gods and giants. These books by Catharine F. Sellev tell about them: ***Adventures with the Giants* and ***Adventures with the Heroes* (Little, Brown).

**1001 Nights*. Gertrude Chandler Warner. (Scott, Foresman) Once upon a time there was a girl who married a wicked king. He wanted to kill her. Luckily she was a good storyteller, so she began to tell him stories. She would start a story one day, and when the king got really interested she would stop and say, "I'll finish it tomorrow." For 1001 nights the queen kept the king interested in her stories. Finally, the king decided not to kill her; he liked her stories too much.

You will see why, when you read some of the stories the queen told. One is about Aladdin and his magic lamp. Another is about a magic carpet that could take you anywhere. There is also one about Ali Baba and the forty thieves.

For some more exciting stories, you might try *Far East Stories*, *Old World Stories*, *Aesop's Stories*, and **Famous Stories*, all four adapted by Edward W. Dolch, Marguerite P. Dolch, and Beulah F. Jackson (Garrard Press).

This story tells about the fight to see who got the gold.

Another version comes from **Treasure Island*, at Moderow, Josephine C. Noyes (Scott, Foresman)

The Story of Robinson Crusoe and retold by Frank I. H. Sanborn) Suppose a big storm comes on the ship are destroyed. Then you find yourself with only a dog and a gun. How do you live? Where do you eat? How do you

This is the story of a young man who was lost for years ago. How did he survive for over 20 years?

Two other versions of *Crusoe*, retold by Jarrod (Webster), and ***Robinson Crusoe* by Verne B. Brown (Scott, Foresman)

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is the Greek god of speed, Hermes. When you see the sign of the winged horse at a gas station, do you know that once people believed there was a flying horse, named Pegasus? Long ago the Greeks and the Romans believed there was a man named Atlas, who held up the world on his shoulders. People believe such impossible things. This book tells you.

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